HANDBOOK OF EFFECTIVE WRITING

WALTER KAY SMART

Mrs Clark

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BY

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HANDBOOK OF EFFECTIVE WRITING

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PREFACE

The *Handbook of Effective Writing* is both a textbook for class use and a manual for theme correction.

I. As a textbook it covers the material ordinarily given in a college course in Freshman English—including the whole theme, the paragraph, the sentence, diction, and punctuation. The essential principles are presented concisely, with sufficient explanation to make them clear to the student, but without the minor details which properly belong to a more specialized course. Ample exercises are provided for class drill.

The chapter on Diction deals with the common mistakes in the use of words and also with methods for increasing the vocabulary. The purpose is to lead the student, first to avoid the errors that he has been making, and then to broaden his acquaintance with words and cultivate an interest in them. It is only by a combination of these two kinds of study that an adequate vocabulary can be obtained.

After various chapters are placed special exercises in simple, clear, and accurate expression, which supplement the work in formal sentence structure given in the other parts of the text. In correcting these exercises the student is encouraged to ignore rules and to center his attention on the thought to be expressed. In this way he is reminded that good writing is not merely a matter of observing rules, but that its primary function is to

convey thought—a conception that is sometimes overlooked in the press of learning technique.

Since punctuation seems to be in danger of becoming a lost art, more than usual attention is devoted to that subject. In the body of the text a summary is given for convenient reference. For class study a more thorough discussion is provided in Appendix A, in which punctuation is treated, not as a set of arbitrary rules, but as a flexible system for indicating different shades of thought relation.

Any necessary explanation of grammatical principles is given with each rule so that all required material may be before the student in one place.

The text is based primarily on expository writing, since in the author's opinion this is the best medium for training in clear thinking and the orderly presentation of thought.

II. For use in the correction of themes a system of reference numbers is provided. This system is comprehensive enough to cover the points that commonly require attention, not only in sentence structure, diction, and punctuation, but also in the analysis of the subject, organization and writing of the theme, and structure of the paragraph. By the use of these numbers the instructor can make his corrections quickly; and at the same time the comments are more thorough than is practical when they are written on the manuscript, for the student is referred to a complete explanation of the mistake and to examples showing how it may be corrected. Moreover, by this means the corrections are brought definitely into relation with the work covered in class. In order that the student may be forced to look up the error in the text, instead of referring to the correction sheet, the latter is furnished to the instructor on a separate sheet instead of being placed in the book itself.

Acknowledgment is made to the publishers, and to Mr. Elihu Root and President A. L. Lowell, for permission to reprint selections from books and publications, as follows:

A. T. Hadley, *Standards of Public Morality*, published by The Macmillan Company.

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W. K. S.

Evanston, Illinois,
January 20, 1923.

TO THE INSTRUCTOR

The arrangement of material in this book follows a commonly accepted plan, but it is not expected that this order will be best for all schools. Different classes require different emphasis on certain matters, and a different order of presentation.

Some instructors, for instance, prefer to begin the course with the paragraph instead of the whole theme. With classes which are poorly prepared it may be advisable to use Chapter VII—on "Grammatical Correctness"—before the chapters on unity, clearness, and effectiveness in the sentence are assigned. Ordinarily, punctuation belongs early in the course, perhaps after the class has covered the whole theme and the paragraph; this arrangement gives the maximum of time for practice in applying the principles of punctuation in the students' writing.

Best results can be obtained from the study of diction if it is spread over a considerable period—for one recitation hour, or part of an hour, each week—instead of being crowded into a number of consecutive recitations. Sufficient material is provided for continuing this work through several months.

The special exercises in clearness and accuracy of expression are placed at the end of different chapters so that this subject is brought periodically to the student

as a complement to the more formal study of the regular exercises.

In classes meeting two or more times a week different phases of the work can be carried on in parallel lines without confusion.

The correction plan is simple, and easy to use. The different chapters are marked A, B, C, etc., to K (I and J being omitted because they are likely to be confused), and the principles or rules in the chapters are numbered A1, A2, A3, B1, and so on.

These numbers—a total of 116, ranging from nine to sixteen in a chapter—are listed on a correction sheet which is furnished to the instructor. When the student makes a mistake in his theme, the instructor marks in the margin opposite the error the number under which it is discussed in the text—as A8, E6, and the like. After the theme is returned to the student, he looks up the mistakes in the text, makes the proper corrections, and hands back the paper for the final grade.

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CHAPTER I

THE ARTICLE AS A WHOLE

INTRODUCTION

The process of writing involves four principal steps:

(1) Choosing the subject and limiting it to a phase which can be handled adequately in the allotted space.

(2) Analyzing the subject into its essential elements or points, which are to form the framework of the discussion.

(3) Organizing the material: that is, arranging these points into a working plan or outline, which will serve as a basis for an orderly presentation of the subject.

(4) Writing the article: that is, filling in the outline by means of a detailed discussion of each of the points or headings. This is the final step, for which the other three have been a preparation. It involves careful attention to the structure of paragraphs and sentences, the choice of the right words, correct punctuation, and other details.

CHOOSING THE SUBJECT

The subject for the ordinary short article should be some familiar, every-day topic which is well within the range of the writer's real interest and knowledge. Topics like *Patriotism*, *American Ideals*, or *The Greatest Thing in the World* are too far removed from the average man's field of thought. Some subject of interest chosen from his business, from his avocation, from current news, from economics and history, or from similar fields will give a better opportunity for a worth-while discussion.

Not Too Broad a Subject

A 1. The subject should not be too broad.

When a writer chooses and announces a subject, he virtually enters into a contract with his reader to furnish an adequate treatment of it. Obviously, it is impossible to do this in an article of five hundred or seven hundred words if the subject is a large one. For example, a satisfactory discussion of *The Federal Income Tax* would fill a volume or several volumes; and the same statement applies to *The Relations of America and Europe*, *Strikes*, *Labor Unions*, *Economics*, or *Sugar*. In order that these general topics may be brought within the limits of a short article, they must be narrowed to some particular phase. Thus *Economics* might be narrowed to *The Value of the Study of Economics to the Bond Salesman; Sugar* to *The Manufacture of Cane Sugar*. The amount of limitation that is necessary will depend, of course, upon the amount of space at the disposal of the writer.

A Definite Title

A 2. As a general rule, the title should definitely indicate the contents and scope of the article.

Thus, an article on improving one's writing through the reading of good literature should be headed, not *Good Reading*, but something like *Good Reading as an Aid to Writing*. Similarly, *Immigration* should not be used for the title of a theme on *The Latest Proposal to Restrict Immigration;* or *Paper* for one on *The Manufacture of Paper*.

Note. In short stories, newspaper articles, and certain other forms of writing, the title may suggest the subject instead of indicating it definitely.

ANALYZING THE SUBJECT

After the subject has been chosen and properly limited, it must be analyzed into its essential elements. This analysis means finding the points which will need to be explained in order that the reader may get a clear understanding of the subject. It is hopeless to try to present a subject intelligently unless this preliminary analysis has been made. Without it, the "discussion" degenerates into a jumble of disconnected statements.

If we are writing of the advantages which a certain city—Millville, for example—offers as a site for a factory, we naturally think of transportation, labor supply, nearness to raw materials, accessibility to markets, and similar topics. Again, if we are giving a friend an account of a play that we have seen, we might tell of the plot, the stage setting, the ability of the actors, the costumes, and the like. The analysis of a subject means simply the finding of these salient points.

The Analysis Should Include All Essential Points

A 3. The analysis should be complete. It should cover all the important points in the subject—all the points which the reader must have in order to get a clear understanding of it.

Thus, in an article on Millville as a factory site, there would obviously be an incomplete analysis, and consequently an unconvincing discussion, if no mention were made of the

labor supply, for the city might meet every other condition as an ideal factory site, and still be worthless for the purpose if labor were not available.

The preceding injunction, it will be noted, does not mean that every point and detail connected with the subject must be discussed in the article. A theoretically complete discussion would require that all details be included; in practice, however, so full a treatment is not often attempted, and in a brief article it is out of the question unless the subject is extremely limited in scope. Consequently, if the writer finds that, as the result of his preliminary analysis, he has more points than can be handled adequately in the space at his disposal, he should make a closer examination of the material to see whether all the points are really essential. If not, those which are comparatively unimportant may be omitted. If all are essential, then the subject that has been chosen is too broad, and must be limited (see Sec. A 1).

Note. Some points may deserve only slight mention without being fully discussed. These may be combined into a miscellaneous group or paragraph, with only a sentence or two of comment. In this case, the heading in the outline should indicate the miscellaneous character of the group. See topic 3 in the list in Sec. A 5, and the first heading in the outline on p. 9.

All Irrelevant Points Must be Omitted

A 4. The writer must be careful not to include any topic which is not definitely connected with the subject.

The chief danger here is that he may fail to realize the exact limits of his subject, and allow himself to wander into a discussion of points which belong to *another* phase of the same general subject but not to the *particular* phase that he has chosen.

In the preceding example, a paragraph on the parks and boulevards, or on the early history of the town, would be irrelevant. These topics would be included in a general discussion of Millville, but they do not belong in an article on *Millville as a Factory Site.*

ORGANIZING THE MATERIAL

The topics resulting from the preceding analysis must now be systematically grouped and arranged.

We shall assume that the following list of topics has been obtained:

MILLVILLE AS A FACTORY SITE

1. Power supply.
2. Accessibility to markets.
3. Nearness to a navigable river.
4. General description of the town (size, healthful surroundings, etc.).
5. Labor supply.
6. Accessibility to raw materials.
7. Junction of main lines of three railroads.
8. Labor unions.

At this stage of his preparation the writer has a complete inventory of the points that are to be discussed, but he has not made a systematic working plan or outline. To do this, he must organize his material by (a) assembling closely related material under one heading, and (b) arranging the headings in logical order.

Assembling the Material into Groups

A 5. All material which is logically a part of one topic should be assembled under one heading.

Thus, (5) and (8) belong together, and may be combined under the general heading "Labor Supply." Again, (3) and (7) are closely related—for the purposes of this article—and will be discussed under the heading of "Transportation."

The list of topics now appears as follows:

1. Power supply.
2. Accessibility to markets.
3. General description of the town (size, healthful surroundings, etc.).
4. Accessibility to raw materials.
5. Labor supply.
6. Transportation.

Arranging the Topics in Logical Order

A 6. The next step is to arrange the groups in logical order so that there will be an orderly sequence of thought from one topic to the next, and from the beginning of the article to the end.

When this is done, the reader is able to follow the discussion with the least possible confusion and wasted effort. Some of the more common principles of arrangement are as follows:

a. Proceed from General Discussion to Details. Ordinarily, any general discussion of the subject precedes the discussion of specific details. Thus, in a description of a house the natural procedure is to tell its size, location, style of architecture, and other general features before taking up the details of interior arrangement and finish.

> According to this principle, the third topic—General Description—in the preceding list should be placed first in the completed outline.

b. Keep Related Topics Together. Those topics which are most closely related in thought should be grouped together.

> The three points—Accessibility to Markets, Accessibility to Raw Materials, and Transportation—are closely related, and should be discussed in consecutive paragraphs, instead of being separated by other topics.

c. Prepare the Reader for Each Topic. Any point which the reader needs to have explained in order to understand another point, should be discussed first.

In the preceding example, Accessibility to Raw Materials and Accessibility to Markets depend largely on Transportation. We should therefore expect that Transportation facilities would be explained first.

THE OUTLINE

After the principles of arrangement are applied, the completed working plan or outline will appear as follows:

MILLVILLE AS A FACTORY SITE

1. General description of the town.
2. Transportation.
3. Accessibility to markets.
4. Accessibility to raw materials.
5. Power supply.
6. Labor supply.

Types of Outlines

A 7. For ordinary articles one of the following types of outlines is generally used:

a. Outline of Paragraph Topics. The simplest type is the one shown in the preceding section. It consists of a series of headings, each of which names the topic for one of the paragraphs in the article. There is a single heading for each paragraph, and there are no sub-headings under the paragraph headings. For short articles this kind of outline is usually sufficient.

Note. In using this outline, the student—at least in the earlier part of his course—should follow this rule: *Make one, and only one, paragraph in the theme for each heading in the outline.* If a paragraph becomes so long that it needs to be divided (see Sec. **B 9**),

the two new groups should be indicated by sub-headings in the outline. In this case, the main heading and the first sub-heading are generally represented in the theme by one paragraph.

b. Detailed Outline with Sub-headings. A more detailed outline consists of both main headings and sub-headings, the latter sometimes running into two or three degrees of subordination.

HOW NEWTOWN ESTABLISHED A COMMUNITY FAIR

I. Preliminary campaign.
  A. Newspaper publicity.
  B. House-to-house canvass.
II. Community mass meeting.
  A. Subscription to a guarantee fund.
  B. Appointment of committees.
III. Detailed work of organization.
  A. Committee on arrangements.
    1. Securing a site for the fair.
    2. Arranging for the erection of booths.
    3. Supplying the necessary materials.
  B. Committee on publicity.
    1. Arranging for the sale of tickets.
    2. Advertising by the press and posters.
    3. Compiling the official program.
  C. Committee on exhibits.
    1. Securing demonstrators.
    2. Assigning the booths.
    3. Placarding the booths.
    4. Arranging for the sale of exhibits.
IV. Efficiency of the plan.
  A. Co-operation among the workers.
  B. Success of the fair.

This type, or the sentence outline (see below), is of especial value—and is almost always necessary—for long articles in which there are a number of large groups of thought each consisting of several paragraphs.

c. Sentence Outline. A sentence outline is one in which each main heading, in combination with its subheads, makes a complete sentence.

HOW NEWTOWN ESTABLISHED A COMMUNITY FAIR

I. The preliminary campaign consisted of
   A. newspaper publicity
   B. a house-to-house canvass

II. The community mass meeting resulted in
   A. a subscription to a guarantee fund
   B. the appointment of committees

III. The detailed work of organization was handled by
   A. the committee on arrangements, which attended to
      1. securing a site for the fair
      2. arranging for the erection of booths
      3. supplying the necessary materials
   B. the committee on publicity, which attended to
      1. arranging for the sale of tickets. Etc.

Correct Form for the Outline

A 8. The following matters of form should be observed in making the outline:

a. Avoid the Division into Introduction, Body, and Conclusion. In an outline for a short article it is better to avoid making a three-fold division into Introduction, Body, and Conclusion.

A short article does not usually require a formal Introduction or Conclusion (see Secs. **A 11 (5)** and **A 16 c**). If they are necessary, each is represented in the outline by a main heading of the same rank as the headings for the other main divisions.

THE LIFE OF ABRAHAM LINCOLN

Not Good:

I. Introduction.
   A. An example for American boys.
II. Body.
   A. Early life.
   B. Education.
   C. Early political career.
   D. Career as president.
   E. Assassination.
III. Conclusion.
   A. His influence.

Better:

1. Introduction: an example for American boys.
2. Early life.
3. Education.
4. Early political career.
5. Career as president.
6. Assassination.
7. Conclusion: his influence.

b. False Introductions and Conclusions. Do not label as Introduction or Conclusion any material that is an integral part of the discussion (see Secs. **A 11** (5) and **A 16 c**).

Wrong:

1. Introduction: early life.
2. Education.
3. Early political career.
4. Career as president.
5. Conclusion: assassination.

Correct:

1. Early life.
2. Education.
3. Early political career.
4. Career as president.
5. Assassination.

c. Faulty Co-ordination and Subordination. Do not make a heading co-ordinate if it is logically subordinate, or subordinate if it is logically co-ordinate.

ENFORCING PROHIBITION

Wrong (illogical co-ordination):

I. Obstacles encountered.
   A. Lack of appropriations.
   B. Corruption of officials.
II. Adverse public opinion.

Right:

I. Obstacles encountered.
   A. Lack of appropriations.
   B. Corruption of officials.
   C. Adverse public opinion.

WORK IN A PRINTING OFFICE

Wrong (illogical subordination):

I. Preparing the copy.
II. Setting the type.
  A. Machine composition.
  B. Hand composition.
  C. Proof-reading.

Right:

I. Preparing the copy.
II. Setting the type.
  A. Machine composition.
  B. Hand composition.
III. Reading the proof.

d. Unimportant Sub-headings. Do not make sub-headings for unimportant details.

Not Good:

I. Appearance.
  A. Black.
  B. Square.

Improved:

I. Appearance.

Not Good:

I. Binding.
  A. Leather.

Improved:

I. Binding: leather.

e. Parallel Form for Headings. Headings of the same rank should be made as nearly as possible parallel in form.

HOW TO MAKE A SMALL TABLE

Not Good:

1. Drawing the plans.
2. Select the material.
3. How the separate parts are made.
4. Assemble the parts.
5. The finishing.

Improved:

1. Drawing the plans.
2. Selecting the material.
3. Making the separate parts.
4. Assembling the parts.
5. Finishing the table.

f. Indention. All headings of the same rank should have the same indention (for an example, see the outline in Sec. A 7 b).

The second line of a long heading must not extend into the left margin set for that heading.

Wrong:

I. The beginnings of the Agricultural Stage in European civilization.

A. The change from pastoral to agricultural life among the Teutonic peoples.

B. The growth of population.

Right:

I. The beginnings of the Agricultural Stage in European civilization.

A. The change from pastoral to agricultural life among the Teutonic peoples.

B. The growth of population.

BEGINNING THE ARTICLE

After the outline is completed, the writer is ready for the actual writing of the article. This process consists in filling in the outline by means of details, the different headings in the outline serving as nuclei around which the paragraphs in the article are built up or developed.[1]

The first problem is to make a suitable beginning. Since the beginning of the article is the part that the reader sees first, it is important that the opening statement and paragraph shall be of such a nature as to arouse interest in the discussion.

Rambling Approach to the Subject

A 9. Especially to be avoided is a rambling approach to the subject.

In this type of beginning, the writer starts vaguely and wanders aimlessly from one unimportant thought to

[1] The process of writing involves the structure of paragraphs and sentences, the choice of the right words, and punctuation. These matters are taken up in detail in succeeding chapters. The present discussion is devoted to some general problems connected with the article as a whole.

another. As a general rule—particularly in a short article, where space is limited and therefore valuable—the first sentence should lead the reader directly into the subject by making a worth-while statement about it. The following example illustrates a rambling approach:

HOUSING THE COUNTRY TEACHER

Knowledge is power. Knowledge is the fountain of life, and without knowledge the nation would decay intellectually and finally perish. In these days of public schools and compulsory education it is hard to realize that a few hundred years ago all was different and that general education was unknown, only the gentry and the wealthy being able to enjoy the benefits of learning. Today every boy and girl receives a free education, and faces life with an adequate equipment for the struggle.

In this process of education our teachers are the guides—leading, exhorting, devoting their lives to our betterment, and yet how are they rewarded? Theirs is the thankless task; theirs is to give and not receive, to accomplish great deeds and yet be unrewarded. Even with our highly improved methods of education, we continue to neglect the teachers. In many instances they are underpaid; in the rural districts the housing accommodations provided for them are deplorably inadequate.

In a long article and under certain conditions, an approach of this sort might be defended, but in a short theme it takes up space that could be used to better advantage. A direct approach would be more suitable: for example, "In many rural districts the housing accommodations provided for the teachers are deplorably inadequate."

Abrupt, or Incomplete, Beginning

A 10. On the other hand, the beginning should not be abrupt or incomplete; it must not leave the reader, even momentarily, in doubt as to the meaning.

A common form of incomplete beginning is one in which the first sentence refers to the title by means of a pronoun like *this*, *it*, *he*, or *they*. In cases of this sort, the subject should be stated in definite terms.

THE REFINING OF CRUDE OIL

Not Good: *This* process is carried on in huge retorts.
Improved: *The process of refining crude oil* is carried on in huge retorts.

THOMAS A. EDISON

Not Good: *He* was born in Ohio, on February 11, 1847.
Improved: *Thomas A. Edison* was born in Ohio, on February 11, 1847.

Suggested Methods for Beginning an Article

A 11. One of the following methods will often make a good beginning for an article. They are offered, not as absolute rules, but as suggestions which may be adopted if they fit the conditions.

(1) An article may begin with a direct reference to the title. This method is direct and business-like, and leads the reader into the discussion by the shortest possible path. For instance:

THE NEW SPIRIT IN BUSINESS

The new spirit in business is the spirit of co-operation—co-operation between employer and employee, between manufacturer and jobber, etc.

The title, however, need not be repeated verbatim; it may be paraphrased. An article by ex-President Hadley, of Yale University, begins as follows:

THE POLITICAL DUTIES OF THE CITIZEN

In the early days of the republic it was expected that every citizen would devote part of his time to political life. To the man who was desirous of amusement politics supplied an attractive game. To him who was anxious to do public service it furnished the best, and often the only available channel. Etc. (Hadley, *Standards of Public Morality*, Macmillan.)

(2) Another method is to begin with a statement which bears on the subject but does not make a direct reference to it. The following example is from an article by President Lowell, of Harvard University:

LIBERTY AND DISCIPLINE

We are living in the midst of a terrific war in which each side casts upon the other the blame for causing the struggle; but in which each gives the same reason for continuing it to the bitter end—that reason being the preservation from destruction of the essential principles of its own civilization. One side claims to be fighting for the liberty of man; the other for a social system based on efficiency and maintained by discipline. Etc. (Lowell, "Liberty and Discipline," *Yale Review*, July, 1916.)

(3) A pertinent story or an apt quotation often makes a good beginning. Thus, Mr. E. A. Steiner begins an account of present conditions in Germany, with a story which starts as follows:

Once upon a time, when I arrived at the *Anhalter Bahnhof*, there stood a helmeted, white-gloved policeman who handed me a brass check, which established my place in the line of patient travelers waiting for a cab. The cab was clean, the top hat of the driver was of patent leather, etc. (*Independent*, June 4, 1921.)

(4) An article may begin with an outline paragraph, which enumerates the points that are to be discussed.

For instance, in a theme on *The Principle of Coherence in Writing*, the opening paragraph might read:

> The principle of coherence, as applied to writing, requires that the material shall be combined into logical groups, that the groups shall be arranged in an orderly sequence, and that the relation between the different groups shall be indicated by the proper connectives.

The remainder of the article consists in an elaboration of these three topics, one paragraph or more being devoted to each. The discussion of the points should follow the order in which they are enumerated in the outline paragraph.

(5) If a formal introduction is used, the material in it should be a direct preparation for the discussion that is to follow. For example, if the subject is *The Present Crisis in Mexico*, the introduction might give a brief account of the conditions which led to this crisis.

Sometimes the introduction states the writer's qualifications for discussing the subject, or his reasons for writing on it. This is usually out of place, however, in a short article on a simple subject.

Note. Much of the difficulty that the inexperienced writer has in beginning an article is due to the mistaken idea that there must always be a formal introduction. An introduction, as the name implies, is not an integral part of the subject: it paves the way for the real discussion—leads into the subject—by supplying any preliminary information that the reader must have in order to get a clear understanding of the discussion. Most short articles deal with simple subjects, and consequently do not need this preliminary explanation.

DISCUSSING THE TOPICS

The larger problems of organization have already been taken care of in the processes which precede the actual writing of the article. The subject has been analyzed

into topics, the essential points have been selected and the irrelevant ones rejected, and the chosen topics have been arranged into a logical working plan or outline. The first of the following sections emphasizes further the necessity for careful analysis. The others deal with problems which confront the writer when he comes to filling in the outline in order to make the finished article.

The Subject Presented in Distinct Topics

A 12. The article must be presented as a series of distinct groups, each of which deals with a unified topic.

The discussion of each topic must be kept together, not scattered piecemeal in different parts of the theme.

Confused—subject not presented by topics:

CHICAGO AS A SUMMER RESORT

Situated on magnificent Lake Michigan, centrally located in the climatically temperate portion of the world's greatest nation, conveniently accessible to the millions within a radius of a few hundred miles, capable of supplying the needs of a veritable army of pleasure seekers, and abounding in large and magnificent parks, theaters, and other places of interest and amusement, Chicago may truthfully be called "The World's Greatest Urban Summer Resort."

Chicago, the world's greatest railroad center, in virtue of her central location, her temperate climate, and her splendid accommodations, naturally attracts more than her quota of visitors. It is said that approximately fifty thousand strangers are her guests daily during the summer months. It is true that many of these are here on business, but after making due allowance for them, we find the pleasure seeker represented by a goodly number.

Little need be said with reference to railroad facilities or to hotel accommodations, for it must be conceded that Chicago has as good as the best that can be offered. She may also

take pride in her climate, for her warm, bright, and sunshiny days and delightfully cool nights are unsurpassed by those of any other northern city.

(The last paragraph—on amusements—is not reprinted here.)

Instead of repeating the list of advantages in successive paragraphs, the writer should have discussed each point completely in one paragraph, and then gone on to another topic: situation on Lake Michigan, temperate climate, accessibility by railroad, hotel accommodations, and places of amusement.

Digressions from the Subject

A 13. Every statement in the discussion of a topic must bear directly on the subject of the whole article.

If the preliminary analysis has been accurately made, the writer is not likely to introduce entire topics which are irrelevant (see Sec. A 4). In the discussion of each topic, however, he must constantly be on his guard against being led off into statements which are suggested by that topic, but do not belong to the subject as a whole.

The following paragraph illustrates this fault. It is a part of an article on *You Should Own Your Own Home:*

Another reason for owning your own home is that you will be more independent. You can decorate to suit your own tastes, instead of being compelled to accept what the landlord selects. You can plant those lilac bushes that you have always wanted, instead of having to endure the hydrangea that the owner admires but you detest. . . . And, most important of all, you will be independent of rent profiteers. There will be an end to your worry about a one hundred per cent. increase in the price demanded for the privilege of living in someone's else house. The renting situation in the cities is deplorable, and the public is decidedly of the opinion that drastic measures should be taken to curb the profiteering landlord.

In the first part of the concluding sentence, the writer begins to wander; in the last part, he completely forgets his subject.

Tying the Topic to the Subject

A 14. The discussion of each topic should be definitely tied to the subject of the article so that the relation will be immediately evident to the reader.

Relation to the subject not clear:

TO WHOM SHOULD IMMIGRATION BE DENIED?

1. Introduction: general conditions.
2. The foreigner who does not intend to become a citizen.
3. The criminal class.
4. The feeble-minded and imbecile.
5. Rigid educational tests should be given to all those who seek admittance. They should be required to pass tests equivalent at least to those given in the sixth grade of our public schools. . . .

The relation of the fifth paragraph to the general subject is not clear. This fault could be remedied by beginning the paragraph as follows:

The next class to whom admittance should be denied are those who are unable to pass a simple educational test. This test should be equivalent at least to the ones given in the sixth grade of our public schools. . . . (Or)

Another objectionable class consists of those foreigners who are unable to pass a simple educational test.

Proportioning the Space to Different Topics

A 15. In general, the space in an article is apportioned among the different topics according to their relative importance.

The most important topic is given the most space, the least important occupies the least space, and the other points receive their corresponding share of attention.

> Thus, Chief Justice Taft, in an article on *The Present Relations of the Learned Professions to Political Government*, devotes about 1100 words to the legal profession, 800 to the ministry, 375 to the profession of teaching, and 350 to that of writing. This proportion, it may be assumed, shows approximately his idea of the relative importance of each in his discussion.

In determining which topics are the more important and are therefore to be discussed at greater length, the writer will be guided by the purpose of the article and the class of readers for whom it is intended.

> For instance, in an article intended to attract the attention of prospective settlers to a new country as an agricultural El Dorado more space will be given to the fertility of the soil and the abundance of crops than to the climate and beautiful scenery. On the other hand, if the purpose is to create interest in the country as a winter resort for people of wealth and leisure, the proportion will be reversed.

An exception to the general principle laid down above should be noted. An important topic may be so well known that a detailed discussion of it is unnecessary; whereas a point which is less important may need to be treated at greater length because the readers are not familiar with it.

> Suppose, for example, that the makers of a standard fountain pen put on the market a new pen, like the old one except for a different and improved self-filling device. Naturally, the sales literature will give more attention to the new feature than to such matters as durability of construction and easy writing qualities. The latter are just as important—probably more important—but the public is already acquainted with them.

ENDING THE ARTICLE

A 16. The end of an article should give the impression of completeness. It should round out the discussion and convince the reader that he has arrived at a definite and predetermined goal.

a. Ending with a Detail—Incomplete. As a general rule, the closing statement should not deal with some detail of the discussion; it should leave with the reader the main thought of the article.

Incomplete ending:

PROBLEMS OF THE DISARMAMENT CONFERENCE

1. Purpose of the Conference.
2. Attitude of the United States.
3. Japanese problems.
4. British problems.
5. French problems.

The article ends with the following paragraph: "France also wants a guarantee from the United States and Great Britain that they will come to her assistance in the event of another invasion by Germany. The French have not forgotten the Franco-Prussian war, and memories of Germany's attack at the beginning of the World War are vivid and terrifying. . . . It is not surprising, therefore, that France deems it necessary to maintain a large standing army."

Instead of ending with a detail concerning the attitude of France, the writer should have returned to the main thought—the problems of the Conference (see **b,** below).

b. Effective Endings. A simple, and usually effective, means of giving the impression of completeness and bringing the reader back to the main thought is to restate the title or refer definitely to some part of it in the last sentence of the final paragraph.

> For instance, in the previous illustration the writer might have added another sentence to the paragraph, such as, "This is a serious situation—and it is only one of the many *problems* that the *Disarmament Conference* will attempt to solve."

Another example, from an article on *The Survival of Civil Liberty*, by F. H. Giddings:

> If you and those others who, like you, have enjoyed the privileges of a liberal training, as educated men and women, as citizens of our republic, shall do your whole duty rationally, conscientiously, fearlessly, there can be no failure of our experiment in self-government, *no diminution of the blessings of civil liberty.* (Giddings, *Democracy and Empire*, Macmillan.)

Not all articles, of course, end with a definite restatement of the subject or a direct reference to it. Any other statement—a sentence or a phrase at the end of the last paragraph, or, in a long article, a separate closing paragraph—that gives the impression of finality, of completeness, may be used for ending the theme. But if the writer is not sure that he has succeeded in making this impression by other means, he will usually find that restatement or direct reference offers a simple and ready way out of the difficulty.

c. **The Formal Conclusion.** A formal conclusion carries the discussion beyond the limits of the subject proper by bringing in material that is related to it but is not an integral part of it. In a short article this formal conclusion is not often necessary, and takes up space that might more profitably be used in the discussion of the subject itself. In a longer article there is more room for a leisurely close. Thus a fairly long biography of Abraham Lincoln might end with a paragraph or paragraphs dealing with his influence on American life and thought; this would be a formal conclusion carrying the discussion beyond

the actual facts of his life. On the other hand, the article might close with his death. In a short theme the latter method would probably be preferable.

EXERCISES

The following examples illustrate violations of various principles discussed in the preceding chapter. Study the selections carefully, asking yourself such questions as these: (1) Has the subject been adequately analyzed into its significant points? (2) Is there any irrelevant material? (3) Are the points logically arranged? (4) Is each point presented as a unit, or is it discussed in different places? (5) Do the paragraph divisions correspond to the headings in the outline? Show how the faults can be remedied.

(A) THE CITY GARDEN MOVEMENT

1. Purpose.
2. Work.
3. Results.

The work of gardening on vacant city lots has been one of the most interesting developments of the city during the past decade.

The idea was first conceived by an employee of the Bureau of Charities as a means of supplementing the meager earnings of the applicants for relief. The work was allowed to lapse and was taken up again by a group of social workers in 1909. Up to the period of the great war, when this subject was taken up as a national issue, the work was conducted locally among the very poor of the west and northwest sides of the city.

The work was started with four tracts of land loaned by manufacturing firms for that purpose, with the understanding that the land would be surrendered when called for. So far, request for surrender has not been received, and the tracts have been enlarged from time to time. The tracts are divided into small lots of one-eighth acre, and these are apportioned to the most needy in the district.

The cultivation of the tracts provides healthful recreation to hundreds of men, women, and children, and furnishes a summer outing that begins in the spring and does not end until harvest time. Many of the families raise sufficient fresh vegetables for the summer and put some away for winter use.

The government developed these gardens at various camps; and thus eliminated transportation difficulties, as well as provided fresh vegetables in the mess halls.

During the war the State Council of Defense co-operated with the Board of Education, Young Men's Christian Association, and other agencies in developing gardening. People were encouraged to cultivate every vacant lot.

The interest that is manifested in the planning and developing of the garden tracts leaves no doubt as to the value of the movement. The health question is another important matter to be considered. Participation in gardening promotes a get-together spirit and injects color and spirit into the dull neighborhoods. The beautifying of unused ground will cultivate self-respect and arouse civic pride among a group of people who have no idea of what beauty stands for. It is but another step to stimulate this interest into attending evening classes in civics and Americanization.

(B) CHINESE COAL

1. Why China is to become a greater coal-producing country.
   (a) Its resources and handicaps.
2. The annual output of coal for the countries of the world.
3. Japanese control of shipping of coal and control of mines.
4. Chinese miner must have some consideration.
5. Conclusion.

China will in a short time surprise the world. France has failed to receive sufficient coal from Great Britain and Germany, and therefore has to look for some other source of supply. The railroads of Denmark have contracted for thousands of tons of coal from China.

The coal resources of China are said to be larger than those of Europe, enough to provide the present consumption for a thousand years. China is handicapped in that the adaptability of the field to machine operation is not yet known and the output per hour of its miners is very low.

China's annual output of coal per man is the lowest of the coal-producing countries. The United States in 1918 had the record in the annual output per man—1134 short tons. New South Wales was next with 814 tons, then British Columbia, and Nova Scotia. The highest output for Prussia and Great Britain is 400 tons. At present in all Europe, North America, and Australia the output per man is lower than the figures given above. Japan ranks next to China in its output, never having more than 213 tons and at present is down to 140 tons.

China's railway facilities are poor. All of the coal shipping is done in Japanese boats and the mines are under the operation and control of the Japanese. With the increased costs of operation and the decrease of output per man in Europe and North America, China with its cheap labor will soon become an important and active factor in the export trade of the world. It is expected that China will supplant Australia and British Columbia in the Pacific states' markets. The use of Chinese coal in South America would exert a great influence upon the manufacture and trade of the British Empire.

There is an understanding between the British and German miners with respect to output, living conditions, and wages. If the Chinese miner is left out of this understanding, he may surprise the British and German miners.

Coal plays such an important part in the routing of trade over the world that the appearance of China as a new source of supply is bound to have far-reaching influences.

(C) ABOLISH CAPITAL PUNISHMENT

(First Two Paragraphs)

In the Cook County Jail lies a young man convicted of the murder of two men. For the past month he has been on a hunger strike, trying to "cheat the gallows." A few Chicago newspapers have frequently printed sordid details of the horrible crime, and shown great irritation because of the postponement of the date of execution originally set—the postponement being due to the efforts of the lawyers for the condemned to obtain for him a privilege granted by law. The newspapers are, of course, within their rights in demanding that the convicted murderer suffer the death penalty. It is submitted, however, that their action in vividly

and minutely portraying the crime is subject to criticism. What good purpose will this publicity serve? A consideration of the subject also brings up the question whether the infliction of the death penalty in this twentieth century civilization is not a remnant of barbarism.

Does capital punishment act as a deterrent to crime and is it needed today? Centuries ago a great many felonies were punishable by death—larceny, robbery, etc.—in addition to the crime of murder. In time many people revolted against taking the life of a man convicted of larceny, and to save the life of a convicted thief where there were mitigating circumstances in the case, technicalities were invented which made the crime of larceny an offense of quite a complicated nature. The crime of burglary likewise became surrounded with many technicalities. When it was advocated that men convicted of larceny should not receive capital punishment, it was contended, just as it is today in the case of murders, that to forgo the death penalty would cause a great increase of crime. Those in favor of abolishing the death penalty in such cases maintained that crime would not increase and finally when they succeeded in doing away with capital punishment for thieves, burglars and those convicted of lesser offenses, experience showed that such crimes actually decreased. . . .

(D) A NEW DAY FOR THE FARM LAD

Possibilities for making rural life attractive to the farmer boy are unlimited. The solution of the problem rests in the hands of the parents as a part of the group who make up the community.

The migration of young men from the rural to the industrial centers has become a serious problem. However, it has had a tendency to awaken the people to the importance of agriculture and the advantages it offers to the real man.

Life for the boy on the farm has been and still is, in many cases, one of almost ceaseless toil. He works hard both before and after school, and in the evening he is too tired to put much effort into study or reading. During the summer his work is almost continuous, except for an "Old Settlers' Picnic," an "All Day Fish Fry," or an "Ice Cream Supper—Proceeds for the Benefit of the Ladies' Aid." These affairs, together with regular attendance at church once or twice on Sunday, and an occasional "Sociable"

during the winter months, are the chief means of relief from his monotonous routine.

These conditions, however, are gradually changing. The rural communities are beginning to realize that the country lad must have the opportunity to attend good plays, good movies, and hear good speakers and music the same as the city chap.

The advantages of the city are at the command of the farmer. By the use of modern labor-saving machinery the eight- or nine-hour day can be adopted. With the short day comes the desire for modern and attractive homes, and a more social view of life.

Development of social life in the rural districts means education. Education demands the best the world can give, and we recognize social equality. Good roads, tractors, and chautauquas are factors entering into the possibilities of educational and social development in the country. (The end.)

(E) A LETTER

Gentlemen:

We are very glad to acknowledge your order for one hundred yards of crepe bunting to be used for decoration purposes.

We have discontinued handling crepe bunting entirely, owing to the small number of calls we have for this type of material. We would suggest that if it is to be used for exterior decorating, you order the common cheap bunting.

This time of the year is the busy season for bunting, so it would be well to get your order placed as soon as possible. If you have your mind set on crepe bunting, we can easily place an order for you with some other concern carrying it, and at the same time save you the discount, as we buy in wholesale lots.

However, if this bunting is for exterior decorating, we can give you the common type at eight cents a yard cheaper than the crepe, or eighteen cents a yard in any color.

We have a good supply of this on hand and can give you immediate delivery.

Yours truly,

(F) JUST AROUND THE CORNER

It is to be hoped that the cheerful reports current about the country that prosperity is on its way are not false; that they have not been greatly overcolored. We have been told that prosperity is "just around the corner" ready to spring out on us. Is it?

Certainly some signs point that way. Others do not. Unemployment has decreased, but still many distressing conditions continue. The rise in price of some commodities and the deflation in others have stimulated buying and selling in certain lines. But it has to be admitted that there has been no general rush of the public into the market.

Psychology plays a great part in this prosperity talk. Much of this cheerful atmosphere is created by talking about it. This is legitimate. To carry cheerfulness is much lighter and better than to carry the same amount of gloom. It surely holds a much higher cash value. Psychology, as the science of the study of the mind, has but recently come into its own. Now men are very clearly applying psychology to present conditions. Several years ago psychology, as applied to the material world, was unheard of. If it had been, the course of history might have been different.

Business is improving but prosperity has yet to be realized. It may or it may not be "just around the corner." Let us hope that it is. But prosperity is not going to jump out at us. We will have to go around the corner after it and drag it out with hard work.

CHAPTER II

THE PARAGRAPH

A paragraph, considered as part of a longer article, is a group of sentences dealing with one unit of thought which forms a definite stage in the development of the subject of the theme.

Two important points, it will be noticed, are involved in this definition:

(1) The paragraph should deal with only one topic. This point will be discussed in Sec. **B 1**.

(2) This topic should be a significant and important part of the subject as a whole. It must be remembered that in writing we are concerned with different units of thought which vary in degree of importance and in size. The theme itself is a unit, dealing with one subject. The theme is made up of paragraphs, each of which is a unit dealing with one of the subdivisions of the main subject. Finally, each paragraph consists of sentences, each of which is also a unit dealing with a still smaller division of thought. The paragraph is thus the largest division in the theme. It differs in content from the sentence in that it covers a larger topic, one that carries the discussion forward through a definite stage.

Mechanically, the paragraph is set off by indenting the first line and leaving part of the last line blank (unless the material happens just to fill out this space).

UNITY OF THOUGHT

B 1. Each paragraph should deal with a single topic.

Every sentence must bear on the topic and contribute something worth while to its development. In this way the thought is presented as a unit which can be readily understood by the reader.

The following paragraph, which is a part of an article showing the advantages of a town as a place of business, is lacking in unity of thought:

> Hartville is a progressive town, with an unswerving ambition for advancement. The co-operative spirit of its sturdy, far-seeing people—especially the business men—has brought about constructive measures for the advancement and protection of its industries and homes. From this community superior employees may be obtained, for these people have high objectives, and are intelligent and industrious; moreover, they are happy. Earning a living is the thing which occupies a great deal of one's time, but why shouldn't *these* people be happy in doing it? Happiness is a benefit to all concerned. Andrew Carnegie said, "There is very little success where there is little laughter." The workman who rejoices in his work and laughs away his discomfort is the one sure to rise. Also it is true that manufactured products partake in kind, quality, and design of the character of the men responsible for them.

The topic, as announced in the opening sentence, is the progressive spirit shown by the town. After the second sentence, however, this topic is abandoned for a discussion of the kind of employees that may be obtained there. The mention of *happy* employees suggests to the writer the general relation between happiness and success, and he then proceeds to another general statement—the effect of the character of the workman upon the product that he makes. The paragraph is an example of a steady

retreat from the topic. The progressive spirit, even the town itself, is forgotten.

In the following paragraph the writer selected as his topic one specific qualification of the engineer—accuracy; then he drifted into a discussion of general qualifications:

> The engineer must be accurate. He must be a man who is not subject to the use of careless methods and who will not show partiality or be influenced by politics or friendship. He must be fearless and above temptation. He must be able to assume the responsibility of an undertaking and supervise thoroughly the accomplishment of that undertaking. He must be a man who will insist on the use of every safeguarding device, of only the best materials, of only the most skilled workmen in connection with work for which he is responsible.

Note 1. What has been said concerning unity of thought applies particularly to paragraphs in exposition and argumentation, and to a considerable extent, to those in scientific description also (such as the description of apparatus, machinery, and the like). In what may be called artistic description and in narration, the structure of the paragraphs is usually less formal and the units of thought are not so strictly defined. Even here, however, a certain unity is necessary, each paragraph dealing with objects closely related in space, for example (as in the description of a landscape), or with one incident or a series of closely connected incidents (as in a narrative covering a day's outing in the country).

Note 2. Sometimes it is permissible to enumerate a number of minor points, with little or no discussion of each, in a single paragraph. In this case, both the paragraph itself and the heading for it in the outline must clearly indicate to the reader the miscellaneous character of the group.

STATEMENT OF THE TOPIC

The Topic Sentence

B 2. The topic of the paragraph is often stated in a brief sentence, called the topic sentence, which sums up the entire contents of the paragraph.

This practice is particularly common in exposition and argumentation.

The topic sentence is usually the first sentence of the paragraph, but is sometimes placed near the middle or at the end. One advantage of placing it at the beginning is that this procedure forces the writer to state his topic definitely before starting to develop it, and he is therefore less likely to wander from the subject. Moreover, this method allows the reader to see just what he may expect to find in the paragraph. Until the writer has mastered the principles of unified structure, it will be well for him to construct the majority of his paragraphs with the topic sentence at the beginning. (For illustrations of the use of the topic sentence, see Sec. **B 10**, where it is indicated by the word "Topic.")

Occasionally, for special emphasis the topic sentence is placed at the beginning, and restated or paraphrased at the end (see example in Sec. **B 10 f**). This type, however, is too formal for constant use.

Informal Statement of the Topic

B 3. Sometimes, especially in scientific description, the topic is mentioned in the opening sentence, but the latter is not a formal topic sentence.

In this case, the first sentence contains some of the details concerning the topic, but does not sum up the contents of the entire paragraph. The difference between the two types of beginnings may be shown by the following example taken from a description of a steamboat:

> Throughout the *superstructure* of the boat the construction is entirely fireproof—steel, asbestos, and other non-combustible materials being used exclusively. The strength and rigidity of the structure are secured by means of a system of stanchions

between the decks. These are of steel placed in four rows extending practically the whole length of the vessel. By means of connections to the longitudinal girders and deck beams, the entire structure is thoroughly braced to withstand the hogging and sagging stresses set up by the rapid shifting of the load on the boat. . . . (*International Marine Engineering*, July, 1909.)

If the first sentence of this paragraph were a topic sentence, the entire paragraph would deal with the fireproof construction of the superstructure; whereas in the present instance that particular feature is only one detail and is not referred to after the introductory statement. The topic is the superstructure as a whole. This is brought to the attention of the reader by means of the single word in the opening sentence.

The hull, the propelling system, and other features of the boat are discussed in separate paragraphs.

Note. Sometimes the topic is not definitely stated, but must be gathered by the reader as he proceeds through the paragraph. This form is most common in description and narration, but is also found in exposition and argumentation. It may be used when the topic can be easily inferred from the discussion.

ENDING THE PARAGRAPH

B 4. The end of the paragraph, like the end of the whole article, should give the impression of completeness.

This impression of completeness is sometimes secured by a restatement or paraphrase of the topic (see Sec. **B 10 f** and **d**), or by a reference to a significant word in the topic sentence (see Sec. **B 10 b**: *city* repeated; **B 10 g**: *tolerance* and *intolerance*). These methods, however, are not always necessary; some other statement—a sentence or a phrase that rounds out the discussion—frequently makes an effective ending.

Incomplete ending:

Modern inventions have brought the people of the world closer together. The ocean liner of today makes the trip to England in five days, as contrasted with the seventy-two day voyage of the *Mayflower*. In this way letters, magazines, and papers, carrying the ideas and opinions of various nations, are quickly and constantly interchanged. Inventions in the field of electricity have made possible the electric train, the automobile, the aeroplane, the telephone, the telegraph and cable systems, and also wireless communication. The moving picture brings to us scenes from all parts of the world; and the phonograph familiarizes us with the music of all nations. The locomotive has been of great aid in populating various parts of the globe with new settlers. Each of these brings with him the customs, traditions, ideals, and ideas of his own country.

This paragraph should have been completed by adding an appropriate sentence, such as: "By all these means, the nations have been brought closer together, not only in time and space, but also in sympathy and understanding."

ARRANGEMENT OF MATERIAL

B 5. In the paragraph, as in the article as a whole, there must be an orderly sequence of thought.

There must be no shuttling back and forth between ideas—from one idea to another and then back to the first. Related parts should be kept together. One phase of the thought should be completed; and then the discussion should proceed to another phase which logically follows.

(1) The benefits of the Panama Canal will be felt by manufacturers and shippers, transportation companies, and the public. (2) The Panama Canal was constructed to shorten the length and time of ocean voyages in order to reduce the

cost of transportation, to increase the volume of shipments, and to enable industry to develop with the expansion of trade. (3) The manufacturer and the shipper are interested most of all in the reduction of the transportation rates; the carriers in the shortening of distance and time; the public in the reduction in the price of certain articles which are imported from countries whose shippers are prospective users of the new canal.

(1) names the classes who will be benefited by the canal; (2) tells the purpose of the canal; (3) returns to the classes who will be benefited. Obviously, the logical arrangement is (2), (1), (3), which brings together the two related sentences on the classes.

Likewise, in the following paragraph on one phase of the salesman's art, the writer has not chosen the best arrangement:

Knowing *when* to act is of the utmost importance, more important even than knowing exactly *how*. You may be lacking in some of the technique of a strategic approach, but you will always receive encouragement at least if you strike at the correct time. There is such a thing as knowing when to make yourself heard so as to make the best impression. Your style of attack may not be the best, your arguments may even be faulty, and there may be many things which are not according to the approved standards of salesmanship; yet if you can locate the psychological moment when the prospect is in the best mood to receive your ideas, you have nearly accomplished your object.

Here the thought shifts back and forth between *how* and *when*. If, after the topic sentence had been announced, all the discussion of *how* had been put together, and then the *when* element introduced, the paragraph would have been more compact and logical:

Knowing *when* to act is of the utmost importance, more important even than knowing exactly *how*. You may be lacking in some of the technique of a strategic approach, your

style of attack may not be the best, part of your arguments may even be faulty, and there may be other features which are not according to the approved standards of salesmanship. Yet if you strike at the correct time, you will always receive at least some encouragement; if you can locate the psychological moment when the prospect is in the best mood, you have nearly accomplished your object.

TRANSITION BETWEEN SENTENCES

B 6. A transition device should be used between sentences if it is needed to make the relation in thought clear to the reader.

Connectives omitted—relations not immediately clear: Most people will expect improved railroad service immediately after the rates are increased. It must be remembered that $750,000,000 of the increased revenue is going to be used to pay recent wage advances, and that the remaining $750,000,000 will not build all the terminals, cars, and engines that are needed. It will be several years before we can expect any decided improvement.

Connectives inserted—relations made clear: Most people will expect improved railroad service immediately after the rates are increased. It must be remembered, *however*, that $750,000,000 of the increased revenue is going to be used to pay recent wage advances, and that the remaining $750,000,000 will not build all the terminals, cars, and engines that are needed. It will *therefore* be several years before we can expect any decided improvement.

Transition devices are not needed between all sentences. For instance, if the thought of the second sentence is a continuation of that in the first, the relation is frequently so obvious that the connective is omitted. On the other hand, in cases of contrast, result, and certain miscellaneous relations (see the section below), a connective is generally required.

a. Classes of Transition Devices. Transition devices fall into three general classes:

(1) Conjunctions, conjunctive adverbs, and conjunctive phrases. Care must be taken to choose the connective that accurately represents the logical relation between two sentences. A list of some of the more frequently used connectives, classified according to their meaning, follows:

Continuation of the same line of thought: *and, moreover, too, likewise, furthermore, again, also, in like manner, similarly.*

Contrast, or change in the line of thought: *but, however, nevertheless, yet, on the contrary, on the other hand.*

Result or consequence: *therefore, hence, consequently, thus, accordingly, as a result, as a consequence.*

Miscellaneous relations: *for example, for instance, of course, then, here, fortunately, in fact.*

(2) Direct reference to the preceding sentence by means of pronouns or the repetition of significant words.

> But while heat and moisture decide where the different kinds of trees can grow, their influence has comparatively little to do with the struggles of individuals and species against each other for the actual possession of the ground. The outcome of *these struggles* depends less on heat and moisture than on the possession of certain qualities, among which is the ability to bear shade. With regard to *this* power, trees are roughly divided into two classes, often called shade-bearing and light-demanding, following the German, but better named tolerant and intolerant of shade. *Tolerant* trees are those which flourish under more or less heavy shade in early youth; *intolerant* trees are those which demand a comparatively slight cover, or even unrestricted light. (Pinchot, *A Primer of Forestry*, Bulletin 24, Division of Forestry, U. S. Department of Agriculture.)

(3) Placing at the beginning of a sentence the part that is most closely related to the thought of the preceding sentence.

Unless this significant part is the subject, which naturally stands at the beginning of a sentence, it may be necessary to invert the order so that the word or phrase which makes a better transition will be in this position.

Loose transition: The general manager of the company attends personally to the purchasing of all raw materials. He is able to keep a close check on one very important item of cost *in this way*, and frequently he can effect a considerable saving.

Improved: The general manager of the company attends personally to the purchasing of all raw materials. *In this way* he is able to keep a close check on one very important item of cost, and frequently he can effect a considerable saving.

TRANSITION BETWEEN PARAGRAPHS

B 7. A transition device should be used between paragraphs whenever it is needed to show the logical sequence of thought.

For instance, if a paragraph presents a contrast to the thought of the preceding paragraph, the writer shows this relation by some connective like *however*, *yet*, or *nevertheless*. If a paragraph indicates a result following from the discussion in the preceding group, he uses *therefore*, *consequently*, *accordingly*, or some similar connective. These devices serve as guide posts to show the reader the course which the thought of the theme is taking. Connection may also be made by means of pronouns, the repetition of words, or the repetition of a statement (see the last paragraph in the passage below).

The following illustration gives the first lines of a number of successive paragraphs in an article; the transition devices are italicized:

The average western American of Lincoln's generation was fundamentally a man who subordinated his intelligence to certain dominant practical interests and purposes. . . .

Lincoln, *on the contrary*, much as he was a man of his own time and people, was precisely an example of high and disinterested intellectual culture. . . .

In addition, *however*, to *these* private gymnastics Lincoln shared with his neighbors a public and popular source of intellectual and human insight. . . .

Of course, it was just because he shared so completely the amusements and the occupations of his neighbors that his private personal culture had no embarrassing effects. . . . [The paragraph ends:] and his actions were instinct with sympathy and understanding.

Just because *his actions were instinct with sympathy and understanding*, Lincoln was certainly the most humane statesman who ever guided a nation through a great crisis. . . . (Croly, *The Promise of American Life*, Macmillan.)

Not all the paragraphs in this, or usually in any, article have transition devices; but they should always be used when they are needed to make the relation clearer.

(For a more complete discussion of transition devices see Sec. **B 6.** Practically all that was said there about transitions between sentences applies also to paragraphs.)

LENGTH OF PARAGRAPHS

Short Paragraphs

B 8. As a general rule, the writer should avoid the frequent use of short paragraphs, each consisting of only a few lines.

The presence of a number of short paragraphs in an article generally indicates one of two faults:

(1) A significant topic, which normally would be treated in one paragraph (see the beginning of the chapter), has been divided into two or more groups, each of which deals with a comparatively unimportant detail. When

this is done, the points of division between the main topics of the article are not clearly indicated, and consequently it is difficult for the reader to see the larger steps in the development of the subject. The article then appears to be a series of notes rather than a well-organized discussion of significant topics.

The remedy, of course, is to combine into one paragraph those groups which logically belong together.

Note. It is the policy of some newspapers in their editorials and news articles to break up the discussion into small units, the idea being that the reader will grasp the thought in these small groups more readily than he would in larger ones. This practice is open to the objection mentioned above, and should not be carried to excess.

(2) Topics which in themselves are of sufficient importance to be treated in separate paragraphs have not been properly developed. The remedy is to amplify them by methods like those illustrated in Sec. **B 10.**

a. Special Cases. (1) In a passage containing conversation or dialogue the alternate remarks of the various speakers are put into separate paragraphs, although they may consist of only a few words.

(2) Sometimes an especially important statement contained in a single brief sentence is set off as a separate paragraph in order to give it extra prominence. Thus ex-President Wilson, in *The New Freedom,* introduces one phase of the discussion by means of a paragraph of three words: "What is liberty?" This device, it is hardly necessary to add, is to be used only occasionally.

(3) In certain instances where the writer is enumerating a number of separate points without discussing them, a series of short paragraphs is desirable. The different points are thus presented to the reader clearly

and forcibly as distinct units. This type of paragraph is used frequently in advertising copy and in business letters.

It will be noted that a series of short paragraphs of this sort is very different from the kind described in B 8 (1). In the latter case the discussion of a single topic is divided into a number of fragmentary groups; in the present case each small paragraph presents a small but complete unit of thought.

Paragraph Unduly Long

B 9. On the other hand, if the discussion of a topic requires much space—for instance, a page or more of typewritten or printed matter—it should usually be divided.

A long paragraph looks heavy and difficult to read; and although occasional groups of this size may be used without serious results, a succession of them will almost invariably create an unfavorable impression on the reader.

The division should be made at a point where there is a fairly definite turn in thought. This procedure does not destroy the unity of the paragraph; it merely divides the discussion into two smaller units or phases of the larger topic.

DEVELOPING TOPICS INTO ADEQUATE PARAGRAPHS

B 10. Ordinarily, a bare statement of a topic, unsupported by arguments or details, is not convincing. If a point is important enough to be set off as a separate paragraph, it deserves an adequate discussion.

The method by which a topic may be developed into a paragraph varies according to the nature of the topic, its purpose, and other conditions. An experienced writer, knowing the purpose of each paragraph and its place in the development of the whole subject, almost unconsciously follows the method which will present the topic most effectively. Less experienced writers, however, frequently have difficulty in this matter. After stating the topic, they do not readily see how it can best be amplified and supported. For these, it may be helpful to suggest some common ways of developing topics of various kinds.

It must be understood that these are given as suggestions, not as arbitrary rules which must be followed for every paragraph. They merely represent various types of development which are naturally suited for certain cases. For instance, if the topic is "The American man of wealth is generally philanthropic," the natural way of supporting this statement is to cite specific examples of wealthy men—Mr. Carnegie, Mr. Rockefeller, and others —who have given freely to philanthropic causes. Or, if the topic is "Life on the modern farm is comfortable," an obvious way to develop it is to contrast the old and the modern manner of living. These methods are inherent in the nature of the topics.

a. Definition and Explanation of Terms. One or more of the terms used in the statement of the topic may need to be defined or explained. This process sometimes includes negative definition—telling what a thing is not, as well as what it is.

> In so far, therefore, as Americanism is merely patriotism it is a very good thing, as I have tried to point out. [TOPIC:] But Americanism is something more than patriotism. [DEF-

INITION:] It calls not only for love of our common country, but also respect for our fellow man. It implies an actual acceptance of equality as a fact. It means a willingness always to act on the theory, not that "I'm as good as the other man," but that "the other man is as good as I am." It means leveling up rather than leveling down. It means a regard for law, and a desire to gain our wishes and to advance our ideas always decently and in order, and with deference to the wishes and ideas of others. It leads a man always to acknowledge the good faith of those with whom he is contending, whether the contest is one of sport or of politics. It prevents a man from declaring, or even from thinking, that all the right is on his side, and that all the honest people in the country are necessarily of his opinion. (Matthews, *Parts of Speech*, Scribners.)

[TOPIC:] Religion apart, they [Americans] are an unreverential people. [NEGATIVE DEFINITION:] I do not mean irreverent—far from it; nor do I mean that they have not a great capacity for hero-worship, as they have many a time shown. [POSITIVE DEFINITION:] I mean that they are little disposed, especially in public questions—political, economical, or social—to defer to the opinions of those who are wiser or better instructed than themselves. [CAUSE:] Everything tends to make the individual independent and self-reliant. He goes early into the world; he is left to make his way alone; he tries one occupation after another, if the first or second venture does not prosper; he gets to think that each man is his own best helper and adviser. Thus he is led, I will not say to form his own opinions, for even in America few are those who do that, but to fancy that he has formed them, and to feel little need of aid from others toward correcting them. Etc. (Bryce, *American Commonwealth*, Macmillan.)

b. Repetition. The topic may be repeated in different words to make the thought more emphatic or to give the reader more than one view of it. Sometimes the repetition includes a broadening of the statement, or makes it more concrete by adding specific details.

[TOPIC:] While the pioneer was felling the forest, the city had been growing apace. [TOPIC REPEATED:] The city, which all over the world was becoming the new home of civilization, had developed in America more rapidly than elsewhere. It grew with the progress of the pioneers; it grew even faster after the pioneer period ended. [CAUSE:] As the supply of free western farms ceased, as the settlers, with no further place to go, began to exploit what they had, the alternative which the frontier once offered to the city disappeared. The progress of agriculture enabled one farmer to perform what two had performed before, and the surplus rural population moved to the upgrowing cities. The very isolation of the farm, with its sharp limitation of possibilities, sent the most energetic boys to the cities. The immigrants, finding the new lands pre-empted, remained at the ports of entry. The new opportunities, the chances which the pioneer had sought among the trees, on the plains, or in the sands of California's rivers, were now sought in the mysterious, congested, surcharged life of the city. (Weyl, *The New Democracy*, Macmillan.)

c. Specific Details. A topic may be amplified by giving specific details illustrating the general statement of the topic.

[TOPIC:] In contrast with our old attitude of tolerance for social assassination, however, we are now beginning an energetic campaign of human conservation. [SPECIFIC DETAILS:] We are instituting excellent and, in many places, free hospital and dispensary service. We are making nurse and doctor public servants, and are introducing them into the public schools. We are fighting typhoid fever with uncontaminated water supplies, and tuberculosis not only by direct attack but with improved housing and factory conditions. We are improving city and state Boards of Health, and are striving for a National Board of Health, which shall supervise the general health conditions of the nation. In our cities we are providing public parks, public recreation centers, public baths. Our city and state authorities are doubling the protection of the milk, meat, and other foods of the people. Our factory legislation and our laws regulating

dangerous occupations have resulted in a considerable saving of life, while our laws against child labor have had an enormously beneficial effect. All of which changes, together with a rapid advance in sanitary science and a vast improvement in the standards of living of the people, have resulted in a rapid decline in the death rate, especially in the cities. (Weyl, *The New Democracy*, Macmillan.)

d. Specific Instances and Examples. A topic may be amplified by giving one or more instances or examples showing specific applications of the general statement.

[TOPIC:] No doubt many excellent and even eminent lawyers continue to play an important and honorable part in American politics. [EXAMPLES:] Mr. Elihu Root is a conspicuous example of a lawyer who has sacrificed a most lucrative private practice for the purpose of giving his country the benefit of his great abilities. Mr. Taft was, of course, a lawyer before he was an administrator, though he had made no professional success corresponding to that of Mr. Root. Mr. Hughes, also, was a successful lawyer. The reform movement has brought into prominence many public-spirited lawyers, who, either as attorneys-general or as district attorneys, have sought vigorously to enforce the law and punish its violators. [TOPIC PARAPHRASED:] The lawyers, like every class of business and professional men, have felt the influence of the reforming ideas, which have become so conspicuous in American practical politics, and they have performed admirable and essential work on behalf of reform. (Croly, *The Promise of American Life*, Macmillan.)

e. Comparison and Contrast. A topic may be developed by comparing one thing with another that is similar, or contrasting it with something dissimilar.

[TOPIC:] The same causes have greatly reduced the independence of personal and family life. [CONTRAST:] In the eighteenth century life was simple. The producer and consumer were near together and could find each other. Everyone who had an equivalent to give in property or service could readily secure the support of himself and family

without asking anything from government except the preservation of order. Today almost all Americans are dependent upon the action of a great number of other persons, mostly unknown. About half of our people are crowded into the cities and large towns. Their food, clothes, fuel, light, water —all come from distant sources, of which they are in the main ignorant, through a vast, complicated machinery of production and distribution with which they have little direct relation. If anything occurs to interfere with the working of the machinery, the consumer is individually helpless. To be certain that he and his family may continue to live, he must seek the power of combination with others, and in the end he inevitably calls upon that great combination of all citizens which we call government to do something more than merely keep the peace—to regulate the machinery of production and distribution and safeguard it from interference so that it shall continue to work. (Elihu Root, *Experiments in Government*, Princeton University Press.)

f. Proof. A topic may be supported by logical proof, or reasons showing that it is true.

[TOPIC:] The surface [of the moon] differs from that of the earth in the fact that it lacks the envelopes of air and water. [PROOF:] That there is no air is indicated by the feature above noted—that there is no diffusion of the sunlight, the shadows being absolutely black and with perfectly clean-cut edges. It is also shown by the fact that when a star is occulted or shut out by the disc of the moon it disappears suddenly without its light being displaced, as it would be by refraction if there were any sensible amount of air in the line of its rays. This evidence affords proof that if there is any air at all on the moon's surface it is probably less in amount than remains in the nearest approach to a vacuum we can produce by means of an air pump. Like proof of the airless nature of the moon is afforded by the spectroscope applied to the study of the light of an occulting star or that of the sun as it is becoming eclipsed by the moon. [TOPIC RESTATED:] In fact, a great body of evidence goes to show that there is no air whatever on the lunar surface. [The next paragraph takes up the subject of lack of water.] (Shaler, article in *Smithsonian Contributions to Knowledge*, vol. xxxiv.)

g. Cause and Effect. A topic may be developed by the method of cause and effect. The paragraph may show (a) the cause of the phenomenon or condition stated in the topic sentence; (b) the effect of it; or (c) both the cause and the effect.

> [TOPIC:] A corollary of American optimism was tolerance. [TOPIC REPEATED WITH SPECIFIC DETAILS:] This tolerance, which was half-part indifference, extended to slavery, slums, piratical business, and political corruption. [CAUSE:] The presence on the continent of a great community of unlike, free, and nominally equal men stimulated this toleration, as did also the fluidity of American life, the facile escape from local evil conditions, the easy association in business and society of diverse elements, and the free exchange of goods and ideas between different sections. Prosperity, too, made for tolerance. To a well-fed, well-housed, suitably mated man, few beliefs, opinions, or prejudices are intolerable; and the ready humor of America, tinged with the joy of mere well-being, was both an antidote and an alternative to intolerance. (Weyl, *The New Democracy*, Macmillan.)

h. A Combination of Methods. Many paragraphs are developed, not by any single method, but by a combination of two or more. For examples, see **b** and **g** above.

Moreover, it is to be noted that all these methods may be used in developing or supporting any statement in a paragraph as well as the topic sentence. For instance, a statement in the middle of the paragraph may be amplified by means of specific details, a specific example, repetition, and so on.

i. Other Methods. The list given above includes the most common and most definitely classified methods of developing a topic, but it does not cover all the possible methods. No formula or set of formulas can fit every

case. Each topic presents a new problem of procedure. Hence the writer must not attempt to force every paragraph into one of the suggested forms. If a better way suggests itself, that is to be chosen.

EXERCISES

I. Point out the faults in the following paragraphs, and indicate how they can be improved. Do they deal with only one topic; or are unrelated, or remotely related, ideas introduced? Does the discussion adequately prove or support the assertion made in the topic sentence? Do the paragraphs give the impression of being complete, or do they seem merely to stop, without rounding out the discussion?

1. Scientific agriculture has revolutionized American farming. The need of improved farming has impressed upon the Americans the necessity of applying science to agriculture. Farmers now know that they must deal with soil chemistry, plant nutrition, diseases, and enemies of plants. In such a large field as agriculture much experiment is required. There are experiment stations in every state, where experts are looking for new discoveries and trying to apply now known discoveries to the conditions in their own localities. There is also a college of agriculture in each state for the purpose of imparting practical scientific knowledge of farming. Furthermore, the Federal Department of Agriculture seeks to give information on plant life and to explore foreign countries for new plants and better methods of cultivation. Scientific agriculture is now so well developed that the hope of increased production in America is being fully realized.

2. One of the most beneficial effects of the motion picture is the education of the masses. It is the means of bringing facts clearly and vividly to the man of limited means. Such films as the Pathé Weekly give him a résumé of the important current news throughout the world. The five-cent theater is the poor man's source of relaxation and entertainment. Yet the benefit is not restricted to the poor man, for we often find people of wealth enjoying the "movies," because of the good they find in them.

3. Tennis is much more strenuous than any other sport. A tennis player cannot relax one moment during a contest. He must be alert, agile, and tireless. The game is strenuous because it requires so much action and so much continual strain in following the ball. In one of the recent world's championship matches, Tilden, the champion, lost thirteen pounds in one afternoon. There is no such exertion required so continuously in any other sport. It is highly exciting, and anything that is exciting is a strain on the nerves and on the system in general. It requires so much endurance that a contest strenuously played never lasts longer than two hours because the contestants become so exhausted that they are unable to continue their rapid pace. Tennis is the cause of a great number of heat prostrations because players extend themselves to the limit without realizing it. If the fact that athletic authorities consider it the most strenuous sport is not sufficient proof to you when you become about forty years of age, play tennis for two or three hours straight and decide for yourself.

4. There are two types of freight tunnels: the trunk lines and the lateral conduits. The former are placed under the main business portions of the city, and the latter run to the outlying districts. The cars and engines are of a special design, the cars being four feet wide and ten feet long, with a height of sixty-three inches. They are made of steel, double-trucked, and have a capacity of fifteen tons each. These cars are capable of handling freight of every description. The tunnels are built on a foundation of concrete, and the walls and roofs are of the same material. The tunnel is double-tracked and is twelve and a half feet high by eleven feet wide. Imbedded in the sides of the tunnels are the conduits for telephone and telegraph cables.

5. Scientific agriculture has brought about great improvements in American farming. Formerly the farmer would parcel out his acres to wheat, rye, corn, barley, etc., as inclination or convenience dictated. Gradually the government, through demonstration and instruction, proved to him that there is a better and more profitable way. He now considers carefully whether a particular soil is better fitted to produce one kind of crop or another. Definite and trained consideration is given to soil improvement, fertilization, rotation of crops, and productivity; to conservation, utilization of waste, harvesting, and finally to marketing. Most of the heavy physical labor is now done quickly and economically by machinery.

Streams are harnessed to drive a motor which can be used for various purposes, from sawing wood to milking cows. The forcing of garden truck by electricity has recently been attempted.

6. Good roads are also a great benefit to tourists. The tourist always travels over the best roads and he is willing to contribute a small sum for their upkeep. Tourists are also an asset to local merchants during the summer months, for as a class they are willing to buy novelties and other goods which cannot be disposed of to local customers. Improved roads give local people an outlet to travel and see different parts of the state or other states.

II. Is the material in the following paragraphs logically arranged? Are any necessary transition devices omitted? Make whatever improvements are needed.

1. Improvements in the moving-picture field came rapidly. The first step toward better pictures was made when imaginary ranch life was dropped and stories more true to life were portrayed. The picture houses were improved, until a better class of patrons was attracted to them. The music became more suitable to the setting and atmosphere of the picture. With these changes there came an increase in the price of admission, which was a great factor in the production of better films. Where formerly the picture represented the life of the cowboy, riding vicious bronchos or engaging in desperate fights with the Indians, dramas of a different nature were now shown, dealing with more realistic subjects. The industry was growing by leaps and bounds.

2. The only way to have professional baseball remain as the great American sport is to get to the bottom of this scandal. The men responsible for this serious impairment of the game are the big gamblers. It will be admitted that a baseball player is not a true sportsman if he is induced to accept a bribe and deliberately give a game away. Naturally the men who are seeking fortune and not fame in baseball should be eliminated from the sport. If all players were like Ty Cobb, Sisler, Eddie Collins, Speaker, and many others, professional baseball would never be endangered. Up to date only one of the "fixers" said to represent the gamblers has been indicted. He happens to be one who has held the lightweight pugilistic championship of the world. Also, with him several ball

players have been indicted, but not one of the big gamblers has been brought into court.

3. Advertisers in general find that it is much to their advantage to print in color the pictures of their goods. Mail-order houses, especially, are finding that this method is the best. It forestalls inquiry and thus reduces correspondence. The resort hotel often increases its business by presenting views of the hotel and grounds in color. Paint manufacturers cannot usually catalogue their paints successfully without showing exact colors. There is a great deal of money wasted in the use of color in advertising. The great splurges of color are of little actual value except possibly as attention getters, and even then it is doubtful if they will hold prolonged interest. When the color is overdone, confusion results and money is wasted. Color is attractive, convincing, and, strange as it may seem, it is economical.

4. Some authorities say that there has been more sugar consumed in the last year because of prohibition and high wages. They assert that the beer drinkers now drink soft beverages, sodas, and malted drinks, while the higher wages cause people to buy more candy. According to the statistics compiled by the Bureau of Foreign and Domestic Trade, the amount of sugar used in the last five years has decreased seven pounds per capita. The cause of the high price of this commodity is not the amount consumed—this cause must be sought elsewhere.

FIRST EXERCISE IN SIMPLICITY, DIRECTNESS, AND ACCURACY OF EXPRESSION

This is the first of a series of similar exercises which are placed at the end of several chapters in order to bring periodically before the student the necessity of simple, direct, and accurate expression. No rules are to be considered in correcting the sentences; attention is to be centered on the thought and the best way to express it.

Improve the following sentences by making them as simple, direct, accurate, and concise as possible:

1. Many of these "floaters" are heads of families and are reputed to actually want work.

2. The lake, being two miles long and one mile wide, contains black bass and perch.

3. Take, for example, the Ohio River, where shipments of 70,000 tons have been taken down this river by a tug.

4. The beginning of the scale is numbered 27 and increased every inch to 31.

5. Becoming a cattle buyer has its difficulties, more so than a clerk in the clerical world would have.

6. But these opportunities for advancement due to the development of the student's mind soon bring increased remuneration.

7. Perhaps the greatest factor toward a successful result is the practice of carefulness throughout the process of manufacture.

8. At an early stage of the School of Commerce its students became aware of the fact that they could never fully realize the aims of their education unless some medium should be provided by which they were given the opportunity of cultivating the art of approaching men.

9. The manner in which this river winds through the valley forms a picture that words fail to justify.

10. My experience in the residential districts of Chicago is a lack of friendly feeling toward your neighbor.

11. The unfrozen state of the dynamite is readily detonated by the shock of a rifle bullet.

12. Roosevelt was so broad in his views that the **test** of Americanism was not the country of a man's birth, but his convictions, sentiments, and conduct. If these upheld his definition of Americanism, then he deemed their possessor as one of equal fellowship with the native-born.

13. The server delivers the ball from the right side of the court alternately, and the ball must drop between the service line and the half-court line opposite the side of delivery.

14. One basket is placed at each end and in the middle of the basket-ball court.

15. The best way to extinguish a fire in a varnish pot is by using the cover provided for each pot to exclude the air, supplemented by the use of wet blankets.

16. It seems strange, but nevertheless true, that faulty characteristics of elder employees jeopardizing the welfare of the beginner should hold sway in most of our business establishments.

17. The effect upon the merchant of the existence of the mercantile agency is an incentive to keep his commercial record clean.

18. The unpreparedness of some of the European countries has shown us the folly of being able to keep an enemy from attacking us with a handful of trained men and a few guns.

19. Your favor of the 15th relative to balance owing you, per your statement enclosed, received.

20. As early as possible I would appreciate your advising me Pullman space desired, as I wish to assign you desirable space.

21. The importance of saving means more to the middle-aged man than to a young man, because the former has more reasons to save.

22. The flavor of these radishes is delicious, and they are never subject to pithiness.

23. We hope that this adjustment and the new order of merchandise will be in harmony with your satisfaction.

24. The present financial condition of the railroads seems to preclude the possibility of keeping their equipment in good condition.

25. Agreeable with your request of recent date, we hand you freight bill covering invoice of July 8.

26. The cylindrical kettle has an advantage over the square kettle in that the contents of the former can be more uniformly treated and cooled. It is also desired in preference to the square kettles because it uses less floor space.

27. In practically every line of business the automobile would be difficult to do without.

CHAPTER III

THE SENTENCE—ITS THOUGHT CONTENT

A sentence is a group of words which expresses a single, complete thought. On the one hand, unrelated thoughts are not to be combined in the same sentence; and on the other, a fragment of a thought is not to be set off by itself as a separate sentence.

These two points, singleness and completeness of thought, are discussed below—in reverse order.

COMPLETENESS OF THOUGHT AND GRAMMATICAL CONSTRUCTION

Completeness of thought implies completeness of grammatical construction. As a general rule, the two are inseparable.

Completeness is a relative term. The amount of detail and elaboration necessary for the adequate presentation of a thought depends upon the purpose of the statement and the conditions under which it is made. For the present, however, we may pass by the larger phases of the question and confine ourselves to the simple requirements of a complete sentence. These requirements are:

(1) It should contain a statement that will stand by itself and "make sense."

(2) It should have a subject and a verb.

Note. The subject and verb are omitted in certain elliptical constructions—like "yes," "of course," and similar expressions—when the missing elements can be readily supplied from the context. These constructions are especially common in conversation.

A Phrase or a Subordinate Clause Punctuated as a Sentence

C 1. A phrase or a subordinate clause should not be punctuated as a separate sentence.

A phrase is a group of words which does not have a subject or a verb, and which serves as a dependent element in a sentence. It therefore lacks both the requirements named above.

A subordinate clause has a subject and a verb, but it does not make a complete statement: it is dependent upon a main clause.

The remedy for this faulty construction is usually to combine the incomplete group with the preceding sentence by changing the capital to a small letter and substituting for the period the mark of punctuation which is required by the connection. Sometimes, when the relation in thought is not so close, the fragment may be expanded into a complete separate sentence.

Phrases:

Wrong: It may thus be seen that the most promising future source of potash is the giant kelp. This being available without much labor.

Improved: It may thus be seen that the most promising future source of potash is the giant kelp, this being available without much labor.

Wrong: Because of the dangerous nature of the work, it is often difficult to secure sufficient workmen in this factory. Especially in the mixing department, where a number of serious explosions have already occurred.

Improved: Because of the dangerous nature of the work, it is often difficult to secure sufficient workmen in this factory, especially in the mixing department, where a number of serious accidents have already occurred.

Wrong: In the manufacture of casings for pneumatic tires, the rubber is worked into the canvas by two methods. By spreading the solution on the fabric and drying it, or by forcing the sheet rubber into the fabric by means of heavy rollers.

Improved: In the manufacture of casings for pneumatic tires, the rubber is worked into the canvas by two methods: by spreading the solution on the fabric and drying it, or by forcing the sheet rubber into the fabric by means of heavy rollers. (Or)

Improved: In the manufacture of casings for pneumatic tires, the rubber is worked into the canvas by two methods. In the first, the solution is spread on the fabric and dried; in the second, the sheet rubber is forced into the fabric by pressing it between heavy rollers.

Note. The participial phrase is most frequently misused in this way. Since the participle is a form of a verb, the careless writer is likely to regard a phrase of this type as a complete sentence. A participle, however, is used as an adjective—never as a verb: that is, it cannot make a statement about a subject (see p. 94).

Subordinate Clauses:

Wrong: A team consists of five players. Each of whom is designated by a title which indicates his position and duties.

Improved: A team consists of five players, each of whom is designated by a title which indicates his position and duties.

Wrong: The more astute politicians have come to realize that there is a steadily increasing undercurrent of opposition to this law. And that, in a short time, public opinion will force its repeal unless it is modified to meet the new requirements of the community.

Improved: The more astute politicians have come to realize that there is a steadily increasing undercurrent of opposi-

tion to this law, and that, in a short time, public opinion will force its repeal unless it is modified to meet the new requirements of the community.

Wrong: We are convinced that this car will meet the approval of the majority of our customers. Although a few of them have objected to the arrangement of the control apparatus and to the character of the upholstery.

Improved: We are convinced that this car will meet the approval of the majority of our customers, although a few of them have objected to the arrangement of the control apparatus and to the character of the upholstery.

A Co-ordinate Clause Punctuated as a Sentence

C 2. As a general rule, it is well to avoid making a separate sentence of a co-ordinate clause beginning with *and*, *but*, or *or*.

Not Good: A fly-rod may be of lancewood, greenheart, split bamboo, steel, or many other materials. But the easiest to make is the lancewood rod.

Improved: A fly-rod may be of lancewood, greenheart, split bamboo, steel, or many other materials; but the easiest to make is the lancewood rod.

Not Good: He had a definite purpose in view. And all our efforts to change his opinion were futile.

Improved: He had a definite purpose in view, and all our efforts to change his opinion were futile.

This construction is not always objectionable. It is well to remember, however, that *and*, *but*, and *or* are primarily conjunctions to be used for connecting like elements within a sentence, and are not to be employed to excess for connecting separate sentences. Sometimes it is permissible to make a new sentence of a co-ordinate clause, beginning with one of these conjunctions, in order to give a touch of colloquial ease or to avoid too long a sentence. In the latter case, however, one of the con-

nectives, *likewise, moreover, in like manner,* etc. (substitutes for *and*) or *however, nevertheless, yet, on the other hand,* etc. (substitutes for *but*), is usually preferable.

Short, Choppy Sentences

C 3. A thought which logically belongs in one sentence should not be put into two or more short, choppy sentences.

To remedy this fault, it is usually not sufficient to combine the fragments into a single sentence by connecting them with *and* or *but.* In the majority of cases one or more of them will need to be subordinated.

Wrong: The tinder must be some soft, fluffy, and inflammable material. This may be cedar bark, dry grass, leaves, wood scrapings, or any material of like character.

Improved: The tinder must be some soft, fluffy, and inflammable material, such as cedar bark, dry grass, leaves, or wood scrapings.

Wrong: This mill is merely a steel tube five feet in diameter and twenty-two feet long. It contains many thousand flint stones.

Improved: This mill is merely a steel tube, five feet in diameter and twenty-two feet long, which contains many thousand flint stones.

Wrong: Good clay is necessary in the manufacture of tile. The yards are invariably located in places where this material is abundant and easily obtained.

Improved: Since good clay is necessary in the manufacture of tile, the yards are invariably located in places where this material is abundant and easily obtained.

a. A Series of Choppy Sentences. Especially to be avoided is a number of short, choppy sentences in a series.

When these are combined, care should be taken that each of the longer sentences thus formed contains only ideas which are related in thought. There will be as many sentences as there are distinct groups of thought in the series. For example, in the following illustration the two divisions of the process—bringing the logs to the carriage and carrying them to the saw—are described in two separate sentences:

Wrong: The logs are fastened to a bull-chain running up an incline. When they reach the deck of the mill they are rolled onto the carriage. The carriage is about forty feet long by fifteen feet wide. It moves the logs toward the saw after each cut, by means of an automatic feeding device.

Improved: The logs are fastened to a bull-chain and hauled up an incline to the deck of the mill, where they are rolled onto the carriage. The latter is about forty feet long by fifteen feet wide, and is provided with an automatic feeding device by means of which the logs are moved toward the saw after each cut.

Exercise in Sections C 1-C 3

See that each sentence makes a complete statement, and that a thought is not unnecessarily divided. Be sure that each group of words punctuated as a sentence has a subject and a verb. State the fault definitely, and then make the correction.

1. The interior is lined with cast steel plates. These plates overlap so that as the mill rotates they are drawn across one another.

2. The School of Commerce presents a large and varied set of courses. There being one for nearly every subject in which the business man is interested.

3. Some fifty liquid-air manufacturing plants are in operation on the continent of Europe. But in the United States there are only five plants.

4. When the roadway has been thoroughly leveled, grade stakes are set by the engineer. These stakes are driven in three lines along the street. They give the top elevation of the concrete.

5. The orders are taken care of by our shipping department. The correspondence by the correspondents, and so on until all the steps in the transaction have been handled by the proper department.

6. The highest point of the elevation is reached by means of locks. Three on the Atlantic end of the canal, one at Pedro Miguel, and two on the Pacific side.

7. The cost varies in accordance with the amount of work taken. The fee for each additional course diminishing as the number of courses increases.

8. There are many small inland lakes dotting the state. These lakes are noted for their clear water. The water is so clear in some that you can see the pebbles on the bottom.

9. There are a number of factors that cause depreciation. Wear and tear, inadequacy and obsolescence, and new inventions are the chief elements causing assets to depreciate.

SINGLENESS OF THOUGHT

A sentence should contain only a single thought, and each part should contribute to the development of that thought.

Unrelated Thoughts in a Sentence

C 4. Thoughts which are not logically related to each other should not be put in the same sentence.

Wrong: The Mississippi River was discovered by DeSoto in 1541, and its source is in Minnesota.

Wrong: The first speaker wore a frock coat, and he delighted in flights of oratory.

The obvious remedy for this fault is to make a separate sentence for each thought. In some cases it may be necessary to add other relevant material to one group or to both, in order to avoid short, choppy sentences.

Improved: The Mississippi River was discovered by DeSoto in 1541. Its source is in Minnesota (followed by additional facts about the source).

Improved: The first speaker wore a frock coat (additional details of his appearance). He delighted in flights of oratory (other facts about his manner of speaking).

Sometimes the two statements may be retained in the same sentence if one of them is made subordinate: that is, made into a subordinate clause or phrase instead of a main clause.

Wrong: The book was published in New York, and it gives a brief account of our early political institutions.

Improved: The book, which was published in New York, gives a brief account of our early political institutions.

Strictly speaking, sentences of this sort violate the principle of unity of thought. In practice, however, they are permissible when the subordinated idea is so unobtrusive that it does not arouse a feeling of incongruity or distract the attention of the reader from the main thought. An idea which is conspicuously foreign to the main thought should not be included in a sentence, even in a subordinate relation.

Wrong: After a hard fight, the murderer was arrested by Sheriff Adams, who is a prominent member of the First Baptist Church at Harrisburg.

Loose, Rambling Sentences

C 5. A particularly bad violation of unity of thought results from making a long, rambling sentence which wanders aimlessly from one topic to another.

Wrong: At the beginning of the first semester, each member of the Commerce Club receives a printed schedule of the events, usually one every two weeks, that are to take place

during the year, and held, with the exception of the banquet and dance, in the Commerce Club Room, located on the fourth floor, which is well furnished with a piano, magazines, games, and other conveniences.

Improved (divided and amplified to avoid choppy sentences): At the beginning of the first semester, each member of the Commerce Club receives a printed schedule of the events that are to take place during the year. These include smokers, ladies' nights, and other social affairs, which occur on an average once in two weeks, as well as a banquet-and-dance which concludes the program of the year. Most of these affairs are held in the Commerce Club Room, since this is centrally located and is furnished with a piano, games, and other conveniences needed for an evening's entertainment. The annual banquet-and-dance is given in one of the large hotels of the city, etc.

Too Many Details of the Same Thought

C 6. A sentence should not contain so many explanatory details that the main thought is obscured.

In this case, although the sentence deals with a single thought, it is almost as confusing as the one which includes unrelated ideas.

Not Good: The name "Bloxonend" given to this flooring is truly descriptive, for the surface of the flooring is made of blocks and these are actually on end, as the base board, which is one inch thick or more according to the pattern and four inches wide, is grooved dove-tail fashion on one of its faces, and the blocks, which measure two by four inches in end dimensions and stand one inch high, are also dove-tailed on one end to fit grooves in the base board, and are then slid into the base board, the corresponding joints fitting exactly so that the finished piece is nothing more than a board eight feet long with a long line of close-fitting little blocks of uniform size standing on end but "welded" to it and to each other.

Improved: The name "Bloxonend" given to this flooring is truly descriptive, for the surface is made of blocks actually placed on end. The base board, which is one inch thick or more, according to the pattern, and four inches wide, is grooved dove-tail fashion on one of its faces; and the blocks, which measure two by four inches in end dimensions and one inch in height, are also dove-tailed on one end to fit the grooves in the base board. When the blocks are slid into place, the joints fit exactly, so that the finished piece is really a board eight feet long with a long line of close-fitting little blocks of uniform size standing on end but "welded" to it and to each other.

Improper Division and Combination of Thoughts

C 7. A thought should not be so divided that a part is in one sentence and another part in a second sentence which also contains a different thought. The related ideas should be kept together.

Wrong: For engraving purposes, the stones are usually small, the sizes ranging from three by four inches to fourteen by sixteen inches. In some cases, however, larger stones are required; the average thickness is from two to two and one-half inches.

Improved: For engraving purposes the stones are usually small, the sizes ranging from three by four inches to fourteen by sixteen inches; but in some cases larger stones are required. The average thickness is from two to two and one-half inches.

(Original division: 1. Size. 2. Size and thickness. Improved division: 1. Size. 2. Thickness.)

Exercise in Sections C 4-C7

Do the sentences contain unrelated or only remotely related thoughts? Are they loose and rambling? Are any thoughts improperly divided and combined?

Point out the faults definitely; then state the thought correctly.

1. The Commerce Club brings together the students, the alumni, and other friends of the school, and maintains comfortable quarters in the University building.

2. The dictating machine is a great convenience and time saver for the business man because it is always at hand ready for use, and when he is ready to dictate his letters, whether it is in the morning, at noon, or after office hours, he does not have to wait for a stenographer, but can take up the speaking tube, turn on the current, and begin dictating.

3. The employees of the custom house work in co-operation, and their treatment of the people they come in contact with is very courteous. They are therefore highly respected by the citizens and get their support in every way.

4. From the top of the precipice the huge stone appeared to be comparatively small, but we followed the top of the cliff until we reached a place where we could descend to the valley. We found the rock to be an almost perfect rectangle the size of a city lot.

5. A mailing list is very valuable, and may be divided into three groups: charge customers, cash customers, and prospective customers.

6. The city receives from the surface lines forty per cent. of their earnings, so naturally with an increase in fares that income for the city will be much greater, but the mayor evidently does not see that and now he is asking for a large sum of money to fight the proposed increase.

7. The net is three hundred feet long and six feet wide; lead weights or sinkers are placed at intervals along one edge, and wooden floats along the other edge; the weights have a tendency to lower the net and the floats keep the upper edge suspended at a higher level; and by the two opposite forces the net is kept in a vertical position in the water.

8. This crude oil is a brownish-black fluid from which all mineral lubricating and illuminating oils are produced, and the first step in this process of production is distilling.

9. I soon discovered that I was in the habit of using too many co-ordinate expressions in all my dictation. I am trying hard to overcome this habit and I am also constantly on the lookout for dangling participles. I had never heard of a dangling participle,

until I came into this class, and therefore had never noticed how completely one of them will change the meaning of a sentence.

CO-ORDINATION AND SUBORDINATION: MAKING THE MAIN IDEA PROMINENT

We have seen that a sentence should express a complete thought and contain only a single thought. A third requirement is that this thought shall stand out in the proper perspective—with the most important idea featured most prominently and the less important details placed in the background. This result is secured primarily by the correct co-ordination and subordination of the different elements.

The elements with which we are chiefly concerned in the present discussion are main, or co-ordinate clauses, subordinate clauses, and phrases.

Types of Sentences. According to the way in which clauses are combined, sentences are divided into the following classes:

A simple sentence contains only one clause, which is, of course, a main clause: "The price of the machine was reduced last month."

A complex sentence contains one main clause and one or more subordinate clauses: "The price of the machine was reduced last month before our inventory was taken."

A compound sentence contains two or more main clauses (these are then called co-ordinate clauses): "The price of the machine was reduced last month, and there was an immediate increase in sales."

Note. A compound sentence may also contain any number of subordinate clauses: "The price of the machine was reduced last month before the inventory was made, and there was an immediate increase in sales."

Co-ordinate and Subordinate Relations

C 8. A careful distinction must be made between co-ordinate and subordinate elements.

a. Co-ordinate Relations. The chief kinds of relation existing between co-ordinate clauses are:

(1) Harmony—a continuation of the same line of thought.

The work was interesting, *and* the results should be valuable for future reference.

Everyone must be at his desk by 8:55 A. M.; *moreover*, he must be ready to start work promptly at nine o'clock.

Every bolt is in place; the last nail has been driven.

The principal connectives for this group are *and, likewise, moreover, furthermore, in like manner, besides, also,* etc. The connective is sometimes omitted.

(a) This general group includes a sub-class consisting of sentences in which a general statement is followed by a specific example or a specific explanation.

This is a rare phenomenon: only two other instances of a similar occurrence are on record.

The employees are well paid: *for example*, an unskilled laborer receives four dollars a day.

Sometimes the clauses are connected by *for example, for instance, thus,* or similar expressions. In other cases, a connective is not used. The punctuation is a colon.

(2) Contrast—a change in the line of thought.

The summers are pleasant, *but* the winters are bleak and monotonous.

He promised to be here at four o'clock; *however*, it was midnight when he arrived.

John likes to study; Harry despises books.

The principal conjunctions are *but, nevertheless, however, yet, on the contrary, on the other hand,* etc. The conjunction is sometimes omitted.

(3) Alternation or choice.

The entire amount must be paid by Saturday, *or* the initial payment will be forfeited.
Either the money was misplaced, *or* it has been stolen.

The principal connectives are *or, nor* (negative), *either—or, neither—nor,* and *otherwise.*

(4) Consequence or inference.

The sun has been shining all day; *consequently* the streets are dry.
Our neighbors have not been at home for a week; *therefore* they are probably out of town.

The principal connectives are *therefore, consequently, hence, so, accordingly, thus, as a result,* and *for this reason.*

b. Subordinate Clauses and Phrases. A subordinate clause differs from a phrase in that the former has a subject and a verb, whereas the latter is without these elements. Both of them are dependent constructions: they do not in themselves express a complete statement, but merely assist the main clause in making an assertion.

These constructions perform the functions of a single part of speech: that is, they are used as (1) nouns, (2) adjectives, or (3) adverbs.

(1) As a noun—usually as the subject of a verb, predicate noun, object of a verb, or object of a preposition.

That he will be found guilty is evident (subject).
To do this work well required concentration (subject).
The fact is *that you were late* (predicate noun).
He knows *what they want* (object of the verb).
They will object to *whatever we do* (object of a preposition).

The chief connectives are *that, what, whatever, whether,* etc.

(2) As an adjective—to modify a noun or a pronoun.

I paid the man *who did the work.*
The farm *which we sold* has doubled in value.
This is the house *where the fire started.*

The majority of adjective clauses are introduced by the relative pronouns *who, which,* and *that;* some, by conjunctive adverbs like *where, when, why,* etc. (These conjunctive adverbs may also introduce adverbial clauses.)

(3) As an adverb—to modify a verb, adjective, or other adverb. The chief adverbial relations expressed by subordinate clauses and phrases are:

(a) Time: Adverbs of time answer the question *When?*

He will go *when the meeting is adjourned.*
After his bills were paid, he had little money left.

(b) Place: Adverbs of place answer the question *Where?*

He lives *wherever the best accommodations are offered.*
You will find the book *where you left it.*

(c) Manner: Adverbs of manner answer the question *How?*

He walks *as if he were tired.*
They did the work *as they were directed.*

(d) Degree: Adverbs of degree answer the question *How Much? How Far?* (and other combinations of *How* not included under Manner).

I value your assistance more *than you realize.*
A man is as old *as he feels.*

(e) Reason or cause: Adverbs of reason or cause answer the question *Why?*

As the roads were muddy, we made slow progress.
The report was rejected *because it was indefinite.*

(f) Purpose: Adverbs expressing purpose, like those showing reason, answer the question *Why?* The distinguishing feature between the two classes is that a purpose clause carries the idea that the action was definitely planned beforehand with a particular purpose in view.

Men work *that they may eat.*
He came early *so that he might leave early.*

(g) Condition: Adverbs expressing condition are introduced by *if* or some other expression for which *if* can be substituted (*provided that, on condition that,* etc.).

If you decide to come, please write to us at once.
You may go, *provided it does not rain.*

(h) Concession: Adverbs expressing concession are introduced by *although* or some equivalent connective, such as *though, even if,* etc.

Although our first attempt failed, we were not discouraged.
The constitution will be adopted *even if the president disapproves.*

(i) Adverbial clauses are also used to modify certain adjectives like *sure, sorry, certain, afraid,* etc.

They were sure *that you would come.*
He was afraid *that the plan would fail.*

c. Summary of the Characteristics of Subordinate Clauses. A subordinate clause may be recognized by any one or all of the following characteristics:

(1) It is dependent upon a main clause and has no meaning when separated from that clause: that is, when it stands alone.

(2) It is used as a single part of speech: noun, adjective, or adverb.

(3) It is introduced by a subordinate connective.

Note. The conjunction *that* introducing a noun clause used as the object of a verb, and the relative pronoun introducing an adjective clause, are sometimes omitted, especially in conversation and informal writing, when they can be readily supplied.

He believes ∧ the story is true (that).
Is this the man ∧ you saw? (whom).

d. General Principle Governing Co-ordination and Subordination. The general principle governing co-ordination and subordination of the parts in a sentence, is as follows: Main ideas are to be placed in main clauses; less important ideas in subordinate clauses or in phrases.

By the proper application of this principle, three results are obtained: (1) The important statements are made to stand out prominently. (2) The sentence is made more compact. (3) The monotonous repetition of the co-ordinate connectives *and* and *but* is avoided.

The following sections contain specific applications of the general principle.

Illogical or Awkward Co-ordination

C 9. Do not make a statement co-ordinate when the thought is logically subordinate.

Since *and* is by far the most frequently used co-ordinate conjunction, this principle can be reduced to a simple working rule that will cover the majority of cases: *Do not connect two statements by "and" when one thought is logically subordinate to the other.*

Wrong: At the club he met a number of men who greeted him cordially, and he felt that he was among friends.

Improved: At the club he met a number of men whose cordial greeting made him feel that he was among friends.

Wrong: The new booklets will not be off the press for at least two weeks, and we think that in the meantime it will be advisable to send out the remaining copies of last year's issue.

Improved: Since the new booklets will not be off the press for at least two weeks, we think that in the meantime it will be advisable to send out the remaining copies of last year's issue.

Wrong: The seller, as a rule, is far away from the buyer, and whatever information the former is able to obtain as to the credit standing of the customer is usually second-hand.

Improved: The seller, as a rule, is so far away from the buyer that whatever information the former is able to obtain as to the credit standing of the customer is usually second-hand. (Or)

Improved: The seller, as a rule, is so far away from the buyer that he is unable to obtain first-hand information concerning the credit standing of the customer.

a. Awkward and Unemphatic Co-ordination. Do not make a statement co-ordinate—even in cases where this relation is not strictly illogical—if subordinating it will produce a smoother, more compact, and more emphatic sentence.

Not Good: The Smith Company is the largest importer of dye stuffs in this country, and its headquarters are in New York.

Improved: The Smith Company, which is the largest importer of dye stuffs in this country, has its headquarters in New York. (Or)

Improved: The Smith Company, which has its headquarters in New York, is the largest importer of dye stuffs in this country.

(The first improved sentence emphasizes the location of the headquarters; the second, the fact that it is the largest importer.)

Not Good: Freight can be handled most conveniently by means of these subways, and this fact must be admitted even by the opponents of the system.

Improved: That freight can be handled most conveniently by means of these subways must be admitted even by opponents of the system. (Or)

Improved: Even the opponents of the system must admit that freight can be handled most conveniently by means of these subways.

Loose Sentences Containing a Series of Co-ordinate Statements

C 10. Especially avoid sentences containing a series of co-ordinate statements connected by *and* or *but* and strung loosely together without regard to their logical relation.

This caution applies to a series of verbs or other smaller divisions of a sentence as well as to a succession of clauses.

Not Good: The clerk sends an exact copy of the order to the mill, and he places the original order in the unfilled order file and it remains there until the complete shipment is made.

Improved: After sending an exact copy of the order to the mill, the clerk places the original order in the unfilled order file, where it remains until the complete shipment has been made.

Not Good: The shipment is made and arrives at destination and the freight agent finds that there is no person of this name at that point.

Improved: When the shipment arrives at destination, the freight agent finds that there is no person of this name at that point.

Not Good: The necessary fat and alkali and sugar are gathered together, carefully weighed, and tested, and put into huge kettles, each several "stories" high.

Improved: After the necessary fat, alkali, and sugar are carefully weighed and tested, they are put into huge kettles, each several "stories" high. (The superfluous *and's* are eliminated; those that are needed are retained.)

Faulty Subordination of an Important Thought

C 11. Do not subordinate either the important thought in a sentence, or a statement that is logically co-ordinate to another statement.

Participial phrases, and clauses introduced by *when*, are especially likely to be misused in this manner.

This principle is the reverse of the ones given in the preceding sections: there the fault consisted in placing a subordinate thought in a main or co-ordinate clause.

Wrong: We seemed to be really dropping in space when we suddenly came to a stop at the 3000-foot level in the mine.

Improved: We seemed to be really dropping in space; and then we suddenly came to a stop at the 3000-foot level in the mine.

Wrong: A person who wishes to become a stockholder affixes his signature, specifying the number of shares that he desires to buy.

Improved: A person who wishes to become a stockholder specifies the number of shares that he desires to buy, and affixes his signature. (*Specifies the number* and *affixes his signature* are co-ordinate steps in the transaction.)

Not Good: From this movable hopper the material is discharged into the furnace, the hopper returning to its former position.

Improved: This movable hopper discharges the material into the furnace, and then returns to its former position.

THE COMMA BLUNDER

C 12. Do not place a comma between two independent statements that logically belong in separate sentences, or between two main clauses not connected by *and, but, or,* or *nor*.

This fault, which is known as the "Comma Blunder," may be remedied as follows:

(1) If the two statements are not closely enough related to be placed in the same sentence, two separate sentences should be made.

(2) If the thoughts logically belong in the same sentence—

(a) A semicolon may be substituted for the comma.

(b) *And*, *but*, *or*, or *nor* may be supplied, and the comma retained.

(c) One of the statements may be subordinated.

In its worst form, the comma blunder consists in using a comma between two co-ordinate statements *which have no connective*. This practice, in most cases, is a sign of a childish disregard for the proper relation between thoughts. The comma is too weak a mark of punctuation to make, unassisted, a connection between these larger groups.

Wrong: Our party was first shown through the offices of the company, we then visited the assembling room, where the various processes of putting together the parts of the machine were explained.

Improved: Our party was first shown through the offices of the company. We then visited the assembling room, where the various processes of putting together the parts of the machine were explained.

Wrong: The company says that the cost of transportation has increased, the gentlemen in politics declare that the public is paying for watered stock.

Improved: The company says that the cost of transportation has increased; the gentlemen in politics declare that the public is paying for watered stock. (Or)

Improved: The company says that the cost of transportation has increased, but the gentlemen in politics declare that the public is paying for watered stock.

Not quite so bad, but still very objectionable, is the use of a comma between two main clauses connected by *therefore, however, nevertheless,* and the like (that is, co-ordinate conjunctions other than *and, but, or,* or *nor*).

Wrong: Our train was late that evening, therefore we were unable to attend the meeting.

Improved: Our train was late that evening; therefore we were unable to attend the meeting. (Or) Our train was late that evening, and therefore we were unable to attend the meeting. (Or) As our train was late that evening, we were unable to attend the meeting.

Wrong: The package was carefully wrapped before it was shipped, nevertheless the goods were badly damaged in transit.

Improved: The package was carefully wrapped before it was shipped; nevertheless, the goods were badly damaged in transit.

Exercise in Sections C 8–C 12

Is the important idea brought out prominently by proper co-ordination and subordination? Are any statements that might logically be subordinated expressed in co-ordinate form? Are there too many *and's?* Are any important ideas subordinated? Is there a comma blunder?

Point out the faults definitely; then state the thought correctly:

1. To open it, all that is necessary is to press a spring, when the top flies open.
2. This work is very hard, and the machines have to be operated in brief, two-hour shifts.
3. The merchandise left our warehouse on the first of the month arriving in Hadley on the third.
4. A simple code is used in these communications, and it can be readily deciphered by the receiver.

5. The entrance is on the south side of the house, this doorway is protected by a gabled hood.

6. Needles of any size can be used with this machine, by merely turning a thumbscrew the proper adjustment is quickly made.

7. The vines and peas hit the paddle wheels in this cylinder and the peas are threshed out and the vines pass out through the opposite end of the cylinder.

8. This machine is larger than we need for our purpose, nevertheless we have decided to give it a trial.

9. Please note the enclosed letter with reference to our special discount, returning the letter with your reply.

COMBINED EXERCISE FOR CHAPTER III

Point out the faults definitely; then state the thought correctly.

1. The man who is successful is generally the one who first makes up his mind as to just what he intends doing. Next he keeps forever at it.

2. When the average high school graduate enters business life, he is likely to be discouraged. Because his lack of practical experience forces him to start at the bottom.

3. On May 9 we called your attention to the fact that your policy No. 1759 would soon expire, also expressing the hope that you would favor us with a renewal.

4. In going after new trade, have confidence in yourself and in the goods you are selling, as you are not like a book agent or a peddler. But on the contrary you will touch the real needs of those whom you visit.

5. A comparatively smooth-finished surface is used by other makers, whereas Smith Plaster Board is surfaced with wool felt, a fibrous substance that not only affords the plaster a strong bond or grip but also tends to soak up the wet plaster and allows it to ooze through until it reaches the layer of gypsum, thus forming a monolithic plaster wall with imbedded layers of wool felt adding strength and warmth.

6. Most athletes are good citizens. By strictly adhering to training rules, they form the habit of obedience. This habit governs all their actions and helps them to keep the laws of the state.

7. One principle is to avoid "choice offers." That is, in your letter do not allow your prospect to choose among several offers.

8. One cause of returned shipments is that the salesmen take orders and do not put the correct address on the blank which is sent to the shipping department.

9. Gradually the high lights begin to appear upon the negative, later, figures and other forms become faintly discernible.

10. The water for the irrigation of most of the rice land in this section is obtained from White River. A river which flows into the Gulf about ten miles north of Belleville.

11. At a given point a strong, healthy tree is selected and left standing. It is called a spar tree and stands close to the railroad. Then at frequent intervals about a thousand feet from the spar tree, the distance depending somewhat upon the nature of the forest, certain selected trees are left standing, and they are called tail trees.

12. Each person walks to the window and calls his number and is given a brass disc with the corresponding number stamped on it.

13. Excellent transportation service can be had to and from the city. Trains running every fifteen minutes from 7 to 9 A. M. Other parts of the day, every forty minutes.

14. For three years I have been with the Simpson Electrical Appliance Company of St. Louis. Doing experimental engineering work on electrical automobile starters.

15. He is not only experienced in this business, but he is conservative in his methods and his prospects are considered favorable, and we do not hesitate to recommend him for the amount of credit indicated.

16. This drilling is a very important operation. If the drill chips off a piece of wood, that board is spoiled.

17. The right and left arms are forced through the water in unison in sweeping downward circles until stretched out at full length, when they are brought back to the original position.

18. Manufacturers may be divided into two general classes based upon the methods used in presenting their commodities to the public. First, those who are trying to eliminate the middleman so far as possible; and second, those who are doing everything to co-operate with the jobber and wholesaler.

19. The digging begins about the first of October if the season is early. Although usually only a few of the beets are mature enough to be dug before the middle of the month.

20. When men quit work, production slows up, the consequence is that there are not so many finished products for sale and prices go higher.

21. The principle is simple, and even the layman will have no difficulty in understanding it.

22. The house has a terraced lawn about six feet above the street level. The adjoining lot, also terraced, is equipped with a regulation-size tennis court in good condition, and the full hundred-foot sweep of terraced lot and lawn, thickly carpeted with blue grass, is quite an imposing sight.

23. At this rate the lake front could be properly improved in thirty years. The only expense being for breakwaters and bridges.

24. The concrete is poured from the mixer into a dump cart, usually pulled by mules. These carts carry the concrete to the farthest end of the street. It is then dumped on the sand roadway.

25. As the city grows and more suburbs are annexed, the present park system will become inadequate for its needs, therefore sufficient land should be purchased at once to provide for additional parks in the outlying districts.

26. The European War has not diminished the South American demand for glassware. And it has given the American manufacturer an unusual opportunity for developing this branch of our foreign trade.

27. Many chemical compounds are on the market and are guaranteed to remove scale from boilers.

28. The walls of the cylinder consist of screens and the peas drop through the perforations and are caught in boxes placed below.

29. In ordinary times the fact that there is more gold in the country would not result in high prices. The effect of the greater amount of gold would be offset by other influences working in the opposite direction.

30. Recently we have seen some large mergers in the automobile business, and a number of factories are controlled by one large company.

31. The hollow tube extending up from the center of the base is made of brass. It is about eighteen inches high. It resembles a piece of ordinary one-inch pipe. The lower part is entirely closed except for a small hole in one side.

32. Blue-stem and Velvet-chaff are the varieties of wheat most commonly selected. The choice depending on the nature of the soil

33. A man stands at one of these stakes, and sights at the one directly opposite; he then walks toward this stake in as straight a line as possible and drags a log chain directly behind him. This makes a distinct mark on the ground clear across the field, and the process is repeated until the entire field has been marked.

34. Make the report complete and have it typewritten in triplicate and then send the complete report and working papers to me and I will mail them to the client.

35. Please sign these documents and return them to us, when we will make delivery of the stock.

36. Yours dated the 29th just to hand.

37. Should you want to pay cash for the machine, you can deduct ten per cent. from the price and send us a draft for the amount, and we will make prompt shipment and not consider the sale made until thirty days have elapsed from the time the machine reaches your shipping point, thus giving you sufficient time to make a thorough test.

SECOND EXERCISE IN SIMPLE, DIRECT, AND ACCURATE EXPRESSION

The following sentences are to be improved from the standpoint of simplicity, clearness, accuracy, or conciseness of expression as each one may require (see directions on p. 53):

1. The requirements for entry of a student to the school are not such as make it unavailable for those students who are desirous of obtaining a better training in business lines.

2. The weight of authority of the instructors is increased when the student learns of their entire practicability.

3. The work of getting the hay on the rack is accomplished by means of a hayloader.

4. Kurdish rugs, as compared with other oriental rugs, are not as finely woven.

5. Even if the investigation required a year, the trouble would be well repaid.

6. One disadvantage of water transportation is that the varying depths of the rivers do not make them navigable for large vessels.

7. The faculty of the School of Commerce is made up of men who have, at some time or other, given practice to their teachings.

8. Steam power is possessed of the qualities of reliability and flexibility.

9. The incentive which the farmers formerly had for raising wheat was the consideration of remuneration, and upon our entry into the war patriotism was the inspiring motive.

10. We do not wish to install a filing system that will not be commensurable with the size of the business as to price and elaborateness.

11. This machine is very expensive, but it is more than worth its value.

12. Chemistry has found industrial application of such generality that it is an inherent part in nearly every manufacturing line.

13. In an indirect way the price of corn regulates the value of meat, for it is the cost of feed that inspires the cattle raiser.

14. The salesman should possess the desire to learn more, to develop, as the concern behind him is sure to appreciate in dollars and position.

15. Subscribers to sign above themselves (directions on a blank used by a large mercantile agency).

16. Tests have been made determining that intensity of illumination gives big results regarding the productiveness of the employees.

17. Under the compulsory system, the workmen were forced to fear punishment whenever they violated rules or spoiled some work.

18. If water is stored in a pressure tank, there must be air in the tank to form a cushion and force the water out when the faucet is open. If the air pressure gets low, it will destroy the intent of the tank.

19. When we arrived at the school, it was in one of the large buildings on Michigan Avenue, and we were directed to the second floor.

20. The caution in tennis is always to keep the eye on the ball until hitting it.

21. The last tenant kept excellent care of the apartment.

22. Day laborers, such as track men, car shop mechanics, and electricians, are receiving twice as much for their work as they received two years ago.

23. The thickness of the bar is larger at the top than at the bottom.

24. The present cost of production of denatured alcohol makes the market price out of reach for use as a motor fuel.

CHAPTER IV

CLEARNESS IN THE SENTENCE

ARRANGEMENT OF THE PARTS OF A SENTENCE

D 1. Related parts of a sentence should be kept together: that is, those elements which are most closely connected in thought should not be separated by other elements.

This principle covers a variety of constructions, which are shown in detail in this section and in the succeeding ones.

Not Good: *If the request is within reason,* the employer is not likely to refuse it *if it is not made too frequently.* (Two subordinate clauses of the same rank and function are separated.)

Improved: *If the request is within reason and is not made too frequently,* the employer is not likely to refuse it.

Not Good: *The school itself* will be benefited by this change, *as well as the students and the alumni.* (Two parts of the subject are separated.)

Improved: *The school itself, as well as the students and the alumni,* will be benefited by this change.

Not Good: *I had studied* in my preparatory course at high school *how to milk,* but this cow was apparently not like the one I had read about. (The direct object is unnecessarily separated from the verb.)

Improved: In my preparatory course at high school *I had studied how to milk*, but this cow was apparently different from the one I had read about.

Note. A brief modifier that does not seriously interrupt the thought may be placed between a verb and the direct object: "They *tried* in every way *to effect a settlement.*"

a. *Lost* Verbs. A verb or short verb phrase should not be placed so far from its subject that the relation is not readily seen.

Not Good: In this chamber men, who were called "sand hogs" and who did the excavating, *worked.*

Improved: At work in this chamber were men, called "sand hogs," who did the excavating.

Not Good: At the extreme top of the meter, the dials which record the amount of current that is used, *are placed.*

Improved: At the extreme top of the meter *are placed* the dials which record the amount of current that is used.

Position of Modifiers

D 2. A modifier should be placed as near as possible to the word that it modifies.

Wrong: Double *tracks* are found in the main entry of a large mine *similar to the street car tracks in a city.*

Improved: In the main entry of a large mine are found double *tracks, similar to the street car tracks in a city.*

Wrong: It is *picked up* and placed on an anvil of special design *by two men.*

Improved: It is *picked up by two men* and placed on an anvil of special design.

Wrong: They told me that the firm had to put out circular *letters* very often *regarding changes in prices or other matters of interest to the trade.*

Improved: They told me that very often the firm had to put out circular *letters regarding changes in prices or other matters of interest to the trade.*

Wrong: They usually call us by telephone and ask whether we are here *before coming.*

Improved: *Before coming,* they usually call us by telephone and ask whether we are here.

Note. An adverbial modifier belonging to the verb is often placed before the subject, instead of near the verb. This procedure, although it is an exception to the rule given above, is desirable in many instances, for it enables the writer to emphasize the main clause by placing it in a prominent position at the end of the sentence.

a. Misplaced Relative Clauses. A relative clause should be placed immediately after the noun that it modifies.

Wrong: Many *problems* confront the manufacturer selling his goods in foreign markets, *which are yet to be solved.*

Improved: Many *problems which are yet to be solved* confront the manufacturer selling his goods in foreign markets.

Wrong: The reporter can occasionally pick up *items* from conversation with friends *that will be of interest to readers of his paper.*

Improved: From conversation with friends, the reporter can occasionally pick up *items that will be of interest to readers of his paper.*

Occasionally, a relative clause may be slightly removed from its noun without danger of ambiguity.

Not Bad: Engineers have proved that an *engine* can be built *which will have the required power.*

This construction, however, should not be used frequently, and it must always be avoided when there is an intervening noun to which the clause might refer. Even in the example just given, a smoother sentence can be made by putting the clause in its regular position.

Better: Engineers have proved that it is possible to build an *engine which will have the required power.*

b. Misplaced *Only*, *Almost*, Etc. The words *only*, *almost*, *nearly*, and others of similar nature are frequently misplaced. They belong next to the words that they modify.

Wrong: We *only* walked a mile.
Improved: We walked *only* a mile.
Wrong: He *almost* felt discouraged.
Improved: He felt *almost* discouraged.
Wrong: The delay *nearly* drove her frantic.
Improved: The delay drove her *nearly* frantic.
Wrong: The train *scarcely* seemed to move.
Improved: The train seemed *scarcely* to move.

c. Two-way Modifiers. A modifier which might belong to either of two statements should not be placed between them. If it is thus placed, the reader is not certain whether it refers to the statement that precedes or to the one that follows.

Misleading: A student who does his work conscientiously *at the end of the course* will have a broad and thorough education.
Improved: *At the end of the course*, the student who does his work conscientiously will have a broad and thorough education.
Misleading: A system which can accomplish this *certainly* is far better than one which scatters the energies of the student.
Improved: A system which can accomplish this is *certainly* far better than one which scatters the energies of the student.

Placing a comma before the ambiguous modifier does not remedy the fault. The sentences require a different arrangement.

The Split Infinitive

D 3. As a general rule, avoid placing a modifier between the *to* and the verb-form in an infinitive.

Not Desirable: It is time *to more earnestly advocate* the purchase of Liberty Bonds.

Improved: It is time *to advocate* more earnestly the purchase of Liberty Bonds.

Not Desirable: In order *to really appreciate* the scene, one must see it for himself.

Improved: In order really *to appreciate* the scene, one must see it for himself.

The usual remedy for the split infinitive is to place the modifier either before or after the infinitive. The former position should not be selected if there is danger that the modifier may appear to belong to a preceding verb instead of to the infinitive.

Not Desirable: He asked me *to quietly retire* from the room

Ambiguous: He asked me *quietly* to retire from the room (*Asked* me quietly, or *to retire* quietly?)

Improved: He asked me to retire *quietly* from the room.

Sometimes there seems to be no suitable place for the modifier in the sentence. In this case the sentence should be recast.

Note. Some good writers occasionally use the split infinitive. It is safer, however, to avoid it.

Position of Correlative Conjunctions

D 4. Correlative conjunctions (*not only—but also, either—or, neither—nor, both—and,* etc.) should be placed immediately before the statements to which they belong.

Ordinarily these statements will be parallel in form: two verbs, two infinitive phrases, two adverbial clauses, and so on.

Wrong: This statement *not only* applies *to the employee but also to the young man* engaged in business for himself.

Improved: This statement applies *not only to the employee but also to the young man* engaged in business for himself.

Wrong: The child must then attend a "continuation" school, where he *either* prepares himself *for the university or for his future vocation.*

Improved: The child must then attend a "continuation" school, where he prepares himself *either for the university or for his future vocation.*

Wrong: *Not only* is the work *interesting but also instructive.*

Improved: The work is *not only interesting but also instructive.*

Exercise in Sections D 1-D 4

Are any related parts unnecessarily separated? Are all modifiers so placed that they unmistakably modify the correct word?

Point out the faults definitely; then state the thought correctly.

1. To brush the type, I use a small stiff brush such as is furnished with the machine, which is made exactly like a toothbrush.
2. Your letter of the 22nd in which you say that you have decided to issue a credit memorandum for the shipment of screens made to John Doe Lumber Company, Dallas, Texas, by mistake is enclosed.
3. No one officer of the bank can open this vault, for he only knows one half of the combination.
4. The economic effect on a community of these shiftless citizens is illustrated in the southern states.
5. The purpose of the present bond issue is to furnish additional working capital, to the company, with which to expand its business.
6. The fire was put out before any considerable damage could be done by the volunteer fire department.
7. The foliage is so dense that one may almost walk across the island without exposing himself to the rays of the sun.
8. This tunnel not only carries off the surplus water but also the silt which is brought down the stream in large quantities during the spring floods.

9. A flivver in Newton, Kansas, broke the arms of four persons who attempted to crank it in less than a week.

10. The firm does not expect to permanently occupy this building.

11. As in all similar cases, these factors must be studied in relation both to the present and future requirements of the company.

12. At the bottom of this pipe two valves, which make an air-tight joint with the pipe, are provided.

13. All that is necessary for you to do in order to save yourself future annoyance is to pin a check for the $250 due to this letter and return to me.

14. In this way the telescope may be adjusted so as to always point toward a certain meridian of the sky.

PARALLEL CONSTRUCTION

D 5. Statements that are co-ordinate in rank should be made parallel in form, for in this way the equality in rank and use is emphasized by the similarity in form.

For example, if a verb has two objects (a compound object), they should be two nouns, two infinitive phrases, two noun clauses, and so on—not a noun and a phrase, a phrase and a clause, or any other combination of unlike elements.

A simple working rule that covers most of the applications of this principle may be stated as follows: *The co-ordinate conjunctions* and, but, *and* or *should be used only between statements that are parallel in form.*

Wrong: *Being located* in the central part of the United States, and also *because of* the Great Lakes, Chicago is the largest railroad center in the country. (Participial phrase and prepositional phrase.)

Improved: Since it is located *on the Great Lakes* and *in the central part* of the United States, Chicago is the greatest railroad center in the country. (Changed to a subordinate clause containing two parallel prepositional phrases.)

Wrong: The objects of this science are *to determine* the constituents of which the material world is composed, *reducing* these constituents to their simplest forms, and *building* up new chemical compounds from them. (One infinitive phrase and two gerundive phrases.)

Improved: The objects of this science are *to determine* the constituents of which the material world is composed, *to reduce* these constituents to their simplest forms, and *to build up* new chemical compounds from them. (Three infinitive phrases.)

Wrong: We *made* a study of such topics as Taxes, Foreign Trade, and Labor Unions, and finally *closing* with a discussion of Socialism.

Improved: We *made* a study of such topics as Taxes, Foreign Trade, and Labor Unions, and *closed* with a discussion of Socialism.

Wrong: Make clear to the patient the *necessity of this exercise* and *how it will keep the muscles from becoming flabby.*

Improved: Make clear to the patient *the necessity* of this exercise and *its value* in keeping the muscles from becoming flabby.

a. The *And Which* Construction. A common violation of the preceding principle is the so-called *and which* construction, which consists in using an *and, but,* or *or* between a relative clause and another modifier of a different form. The general rule is: Do not use *and which* or *and who* (*but which, but who,* etc.) unless there is a preceding which-clause or who-clause, respectively, modifying the same word.

Wrong: This plan allows him to return the stock of tires *remaining* in his shop *and which* he cannot dispose of during the winter months.

Improved: This plan allows him to return the stock of tires *which remain* in his shop and *which he cannot dispose of*

during the winter months. (The first modifier is made into a which-clause, and the *and which* is retained before the second.) (Or)

Improved: This plan allows him to return the stock of tires *which* remain in his shop and cannot be disposed of during the winter months. (The first modifier is made into a relative clause, and the second *which* is omitted.)

Exercise in Section D 5

See that *and*, *but*, and *or* connect like constructions.

1. When thus placed, the logging serves to keep the earth from sliding into the excavation and as a form for the concrete which is to be poured later.

2. This race was continuous day and night, and only such repairs being permitted as could be made by the occupants of the cars with the tools carried with them.

3. You should practise faithfully, giving particular care to the pronunciation of each word, and make sure that no syllable is slighted.

4. You will recognize both of these problems: first, the cost problem—how to get maximum speed and accuracy at minimum cost; and second is the labor problem—how to get work done on time with less help.

5. The filtered water is pumped into cylinders similar to those described above but which already contain carbon dioxide.

6. You will greatly oblige us by giving us a reason for your delay or send us a remittance for $1.75 to balance your account.

7. A salesman should know not only the line that he is selling but also how the goods are made.

8. This boiler is a steady "steamer," maintains a regular water level, easy of access inside for a thorough cleaning, and above all simplicity of construction.

9. These banks have the right to issue notes, called Federal Reserve Notes, and which are guaranteed by the government.

10. It is obvious that a comprehensive subway is needed to care for the future increase in traffic and also relieving the present congestion.

AWKWARD AND MISLEADING CHANGES IN CONSTRUCTION

Unnecessary Change in Subject

D 6. In two successive statements, the subject should not be needlessly changed.

If the subject of the first clause (or an equivalent word) can logically be carried over into the second, a smoother and clearer construction is generally produced.

Frequently, the change in subject is accompanied by a shift in voice—from the active to the passive, or vice versa. This combination is almost always awkward.

Not Good: *Employees* often *play* unfair because the employer has taken advantage of them and in order to protect themselves *crooked devices are resorted* to.

Improved: *Employees* often *play* unfair because the employer has taken advantage of them, and in order to protect themselves *they resort* to crooked devices.

Not Good: When a *merchant figures* his cost, *rent is divided* into the total volume of sales.

Improved: When a *merchant figures* his cost, *he divides* the rent into the total volume of sales.

Note. For a discussion of the weak use of the passive voice, see Sec. **F 12.**

Unnecessary Change in Person and Mood

D 7. An unnecessary change in person and mood should be avoided.

Not Good: The School of Commerce strives to train *the student* in the scientific methods of business, so that when the big problems arise *you* will be able to solve them.

Improved: The School of Commerce strives to train *the student* in the scientific methods of business, so that when the big problems arise *he* will be able to solve them.

Not Good: The fixtures *should not be delivered* until the plumbers are ready to install them. *Insist* that all fixtures shall be properly crated. (Shift to the imperative mood.)

Improved: The fixtures *should not be delivered* until the plumbers are ready to install them. The owner *should insist* that all fixtures shall be properly crated.

Exercise in Sections D 6-D 7

Point out the faults definitely; then restate the sentences correctly.

1. On the contrary, the Germans had to fight every mile of the way through Belgium, and it was only after three weeks of hard fighting that France was reached.
2. That principle in chemistry—namely, drive out one acid with another—does not apply in this particular case.
3. The stock reporter digests all financial news, and his spare time is spent at the broker's office or in studying the market reports.
4. This bar presses down one row of pins at a time, and they are forced through a fold in a paper which has been creased to receive them.
5. When a person opens a bank account, an identification blank is first filled out; then you are given a certificate showing that a certain amount has been deposited.
6. First the object to be photographed is brought to view in the range finder; then press the bulb which operates the shutter.

PARTICIPLES

A participle is a verbal adjective: that is, it is a form of a verb used as an adjective—to modify a noun or a pronoun. The most important forms are:

(1) The Present Participle, which always ends in *-ing* (*walk-ing, think-ing, driv-ing, set-ting*). It is in the active voice, and modifies some noun that names the person or thing which is doing the action designated by the participle: "The *man throwing* the ball is the pitcher."

(2) The Past Participle, which has various forms (*walk-ed, thought, driv-en, set*). It is regularly in the passive voice, and modifies some person or thing that receives the action designated by the participle: "The *ball thrown* by the pitcher was lost."

(3) The Perfect Participle, which consists of *having*, or *having been*, combined with a past participle (*having walked, having been found*). It may be either active or passive in voice: "*Having finished* the work, *we* went home" (active). "The *task having been finished*, we went home" (passive).

Cautions. Three cautions should be kept in mind:

(1) A participle is never a verb: that is, it cannot, by itself, make a statement about a subject. In order to do this, it must be combined with some form of the verb *be* (*is going*) or *have* (*have seen, had gone*).

(2) Not all participles end in *-ing*.

(3) A verb-plus-*ing* is not always a participle. This construction is a participle only when it is used as an adjective. When it is used as a *noun*—as (a) subject of a verb, (b) object of a verb, (c) object of a preposition, etc.—it is a verbal noun (gerund):

(a) *Reading* is beneficial.
(b) He enjoys *reading*.
(c) He spends most of his time in *reading*.

Note. Some participial phrases have a peculiar dual relation: the participle which introduces the phrase refers to a definite noun but the whole phrase is used adverbially to modify a verb. Thus, in the sentence, "Harry, seeing the danger, shouted a warning," the participle *seeing* refers to *Harry*, whereas the phrase itself modifies *shouted*: it is an adverb telling *why* he shouted.

Faulty Reference of Participles

D 8. Be sure that every participle modifies a definite noun in the sentence.

Two points are to be noted here:

(1) The participle must modify a noun that is present in the sentence, not one that is merely implied in some expression.

(2) The participle must be so placed that it refers unmistakably to that noun and not to any other.

(1) Ambiguous: This district has always been unhealthful, *caused* by its location near an undrained swamp. (Implied reference: the participle *caused* refers to the whole preceding statement, not to a definite noun.)

Improved: This district has always been unhealthful, a *condition caused* by its location near an undrained swamp. (The noun which the participle modifies has been supplied.)

Ambiguous: If members of this society are injured *resulting* from an accident, they receive one-half pay for the period of their disability.

Improved: If members of this society are injured in an accident, they receive one-half pay for the period of their disability. (The sentence has been recast, and the participle omitted.)

Ambiguous: The cloth is glued on the inside of the portfolio, *turning* under the ends enough to leave a quarter-inch margin. (The person who did the *turning* is not named in the sentence.)

Improved: The cloth is glued on the inside of the portfolio, the *ends being turned* under enough to leave a quarter-inch margin. (*Turning* is changed to *being turned*, which modifies *ends*.)

(2) Ambiguous: A detailed *report* is submitted by the branch stations, *giving* the quantity of stock on hand. (The participle is too far from the noun that it modifies.)

Improved: A detailed *report*, *giving* the quantity of stock on hand, is submitted by the branch stations.

Faulty reference of a participle may be corrected by supplying the missing noun, by changing the construction

of the sentence, or by placing the participle in its proper position (see the examples given above).

Note. The most common positions for participles are as follows:

(1) A participle is regularly placed immediately before or after the noun that it modifies. Single participles, like ordinary adjectives, usually precede the noun; participial phrases follow it.

Correct: The *foaming* water dashed against the beach.

Correct: The men *carrying the banner* rode in a wagon *drawn by four horses.*

A few intervening words are permissible if they do not cause ambiguity.

Correct: The foreman of the mill, *hearing an unusual noise,* ran into the office.

(2) A participle modifying the subject of a sentence or of a clause may be placed before the subject (see Sec. **D** 9).

(3) A participle modifying the subject may be placed after the verb, provided there is an uninterrupted path to the subject.

Correct: The *men* stood at ease, *resting* their guns on the pavement.

Care should be taken, however, that there is no intervening noun to which the participle might reasonably be supposed to refer.

Ambiguous: The *boy* watched the approaching officer, *whistling* softly to keep up his courage. (Was the officer whistling?)

Not Objectionable: A *regiment* was on the parade ground, *marching and countermarching* across the burning sand. (The parade ground could not be thought of as doing the marching.)

Participles which do not modify a definite noun are called "dangling" or "hanging" participles. Two par-

ticularly common types of this faulty construction are discussed in the following sections:

A Dangling Participle Preceding the Subject

D 9. A participle at the beginning of a sentence or of a clause should modify the subject of that sentence or clause. If it does not, it is an incorrect, dangling construction.

The remedy for the fault is to change the subject so that it will be the noun which the participle should modify, or to change the participial phrase into a clause.

Wrong: *Walking* farther through the valley, *Mt. Hood* is seen in the distance. (Was Mt. Hood walking?)

Improved: *Walking* farther through the valley, *we* could see Mt. Hood in the distance.

Wrong: *Erected* on solid rock, the *engineers* knew that the building would not settle. (Were the engineers erected on solid rock?)

Improved: As the building was erected on solid rock, the engineers knew that it would not settle.

Wrong: *Having bought* a paper, the *newsboy* directed me to the nearest hotel.

Improved: After I had bought a paper, the newsboy directed me to the nearest hotel. (Or)

Improved: *Having bought* a paper, *I* was directed by the newsboy to the nearest hotel.

A few participles when placed before the subject and used in absolute constructions (such as *generally speaking, strictly speaking,* and the like) and a few old participles which have now become practically equivalent to prepositions (such as *during, regarding, concerning,* etc.), do not need to modify the subject.

Correct: *Generally speaking*, there are two sides to a question.

Correct: *Concerning* the theory itself, scientists are agreed that it is objectionable in some important details.

A Dangling Participial Phrase Indicating Result

D 10. As a general rule, do not indicate the result or consequence of an action by means of a participial phrase which refers to the whole preceding statement and not to a definite noun.

This construction is frequently, but not always, introduced by *thus* or *thereby*.

The fault may be corrected: (a) by changing the participial phrase to a subordinate clause; (b) by making it into a co-ordinate statement introduced by some expression like *and in this way, and as a result, and therefore,* etc.

Not Good: A metal guard should be placed in front of the saw, *thus preventing* the operator's hand from coming in contact with the teeth.

Improved: A metal guard should be placed in front of the saw *so that the operator's hand cannot come in contact with the teeth.*

Not Good: The labor turn-over was reduced by this plan, *thereby reducing* the expense of training new employees.

Improved: This plan reduced the labor turn-over, *and in this way reduced the expense of training new employees.*

Not Good: Then all the air is expelled from the molds, *producing* an ingot without air holes.

Improved: Then all the air is expelled from the mold, *and as a consequence an ingot without air holes is produced.*

A less objectionable form of the participial phrase indicating result occurs when the subject of the preceding

clause is itself responsible for the result named in the phrase: that is, when the participle refers to the subject.

Allowable: The air then rushes into the nearly completed tennis ball, *causing it to expand until it entirely fills the mold.* (The air causes the expansion.)

This construction, however, should not be used too frequently.

DANGLING PHRASES AND ELLIPTICAL CLAUSES

D 11. Be sure that an elliptical clause (like *while looking, when in the city,* etc.), or a phrase containing a gerund or an infinitive, refers to a definite noun.

An elliptical clause is one in which part of the words are omitted, only the essential framework being retained. For example, "while reading the book" is an elliptical clause condensed from "while he was reading the book." These constructions are subject to the rules which govern the use of participles.

Not Good: *While examining* the books, a *number* of errors were found. (Dangling elliptical clause.)

Improved: *While examining* the books, the *auditor* found a number of errors.

Not Good: *Before taking* a picture, the *tripod* of the camera must be carefully leveled. (Dangling phrase containing a gerund.)

Improved: *Before taking* a picture, the *operator* must carefully level the tripod of the camera. (Or)

Improved: Before a picture is taken, the tripod of the camera must be carefully leveled.

Not Good: *To get* the most benefit from the course, the *written work* should be handed in regularly. (Dangling infinitive phrase.)

Improved: *To get* the most benefit from the course, the *student* should hand in the written work regularly.

Not Good: The corrected sketches are then returned to the construction department, where they are checked before *sending* them to the tracers. (The noun to which the gerund *sending* should refer is not in the sentence.)

Improved: The corrected sketches are then returned to the construction department, where *they* are checked before *being sent* to the tracers. (*Being sent* refers to *they*.)

Not Good: These *packages* are entirely too heavy *to handle* by children.

Improved: These *packages* are entirely too heavy *to be handled* by children. (Or)

Improved: These packages are entirely too heavy for *children to handle*.

Exercise in Sections D 8–D 11

Some of the following sentences are incorrect; some are correct. Tell why each one is correct or incorrect, as the case may be. Restate the faulty sentences in proper form.

1. Your note is now in this office and it will be held here for ten days, before placing it with our attorney for collection.
2. Looking over the cliff, the buildings in the valley appeared to be toy houses.
3. Perched on the brink of the precipice was a huge dance pavilion brilliantly lighted with flaming arc lamps.
4. By looking over the guard rail, the dancers could see the sheer drop of the granite wall to the valley beneath.
5. The national banks submit daily reports of all operations to the Federal Reserve Banks, thus insuring a safer and better banking system.
6. As a rule, the shutter consists of two diaphragms, one moving on top of the other, thus keeping the light out of the kodak.
7. Without obligating myself, please send further particulars, together with your illustrated booklet.

8. These documents remained in your office for many months before giving them any consideration.

9. Boston was our goal, expecting to arrive there about noon.

10. The articles are removed from the machine, and after rinsing them in clean water they are hung out to dry.

11. These machines are low enough in price to use them on even the smallest farms.

12. While sleeping in the canoe, a bear came down to the bank for a drink, but did not molest me.

13. By holding this course until night, the captain hoped to reach a safe harbor.

14. When only five years old, my father told me this story.

REFERENCE OF PRONOUNS

Generally speaking, personal, relative, and demonstrative pronouns should refer unmistakably to a definite antecedent—that is, to a definite noun or pronoun.

The Personal Pronouns are *I*, *you*, *he*, *she*, and *it*, with their various forms indicating different cases and numbers, such as *me*, *us*, *theirs*, *him*, etc.

The Relative Pronouns are *who* (*whose*, *whom*), *which*, and *that*. (The compound relatives—*what*, *whoever*, *whichever*, etc.—do not have antecedents.)

The Demonstrative Pronouns are *this* and *that*; plural, *these* and *those*.

Note. The general rule, as given above, needs some qualification. The pronouns *I* and *you* rarely have an antecedent expressed in the sentence. The other personal pronouns do not always require an expressed antecedent *in conversation*, where the person or thing to which they refer may be indicated by a look or a gesture.

Position of Pronouns. A relative pronoun must be in the same sentence with its antecedent, and is usually placed immediately after the antecedent (see Sec. **D 2 a**).

A personal or a demonstrative pronoun may be placed at some distance from its antecedent—and even in a different sentence—provided there is no intervening noun to which the pronoun could logically refer.

Double Reference

D 12. Avoid double reference for a pronoun.

This construction occurs when there are two possible antecedents in a sentence and the pronoun does not unmistakably refer to the right one. The reader should be spared even a momentary hesitation in seeing the connection.

The fault may be corrected by dropping the pronoun and repeating the noun, by using a synonym for the noun, or by changing the construction of the sentence.

Ambiguous: This inconsistency often baffles *psychologists* in studying the emotions of *women*, for *they* are guided by outward signs.

Improved: In studying the emotions of women, the *psychologist* is often baffled by this inconsistency, for *he* is guided by outward signs.

Ambiguous: In some instances one finds deplorable living *conditions* even in the *homes* of the better-paid *workmen*, but *these* are not altogether responsible for the high death rate in the district. (Does *these* refer to *workmen*, *homes*, or *conditions?*)

Improved: In some instances one finds deplorable living conditions even in the homes of the better-paid workmen, but *these conditions* are not altogether responsible for the high death rate in the district.

Ambiguous: The four remaining cards, called the "*widow*," are placed on the *table*, the top card of *which* is turned face upward.

Improved: The four remaining cards, called the "widow," are placed on the table, the top card being turned face upward.

a. An Inconspicuous Antecedent. A pronoun should not be made to refer to an antecedent placed inconspicuously in the sentence, if another noun is so prominent that the reader naturally connects the pronoun with it.

Other things being equal, a pronoun should usually refer to the nearest noun in the sentence, but mere proximity is not always a guarantee of clear reference. For instance, the subject of the sentence may stand out so prominently that the reader unconsciously assumes it to be the antecedent of a pronoun which was intended by the writer to refer to a nearer but less conspicuous noun.

Not Clear: The hive is constructed so that the bee may work all around each frame and so that *it* may be removed, when full, without disturbing the others. (Is the bee removed?)

Improved: The hive is constructed so that the bee may work all around each frame, and so that the *latter*, when full, may be removed without disturbing the other frames.

Not Clear: When an auditor tenders his statement to a client, it is often an eye-opener to *him*. (To the auditor?)

Improved: When the client receives the auditor's statement, it often proves to be an eye-opener.

Implied Reference

D 13. Avoid implied reference for a pronoun.

This fault occurs when the antecedent of a pronoun is not expressed in the sentence, but is implied in some word or group of words.

Not Good: Girls, sitting at both sides of a table, wrap the margarine in thin paper and then put *them* in pasteboard cartons.

Improved: Girls, sitting at both sides of a table, wrap the margarine in thin paper and then put the *packages* in pasteboard cartons.

Not Good: If a person sees an advertisement for help, and thinks *it* worth applying for, he must do so immediately.

Improved: If a person sees an advertisement for help, and thinks *the position* worth applying for, he should do so immediately.

a. *Which* Referring to a Whole Statement. Using the relative pronoun *which* to refer to a whole statement is a form of implied reference that is very common among inexperienced writers. This fault may be remedied: (a) by summing up the idea of the preceding statement in a single noun, which is made the antecedent of the relative (*a fact which, a condition which,* etc.); (b) by making the two statements co-ordinate and thus discarding the relative; (c) by recasting the sentence.

Not Good: In many cases, a firm operates two or more cars, *which* is desirable if the cost is not too great.

Improved: In many cases, a firm operates two or more cars, *a policy which* is desirable if the cost is not too great. (Or)

Improved: In many cases, a firm operates two or more cars. This policy is desirable if the cost is not too great.

Not Good: Some managers leave their correspondence until the last minute, *which* results in their having to dictate most of their letters after office hours.

Improved: Some managers leave their correspondence until the last minute, *a practice which* results in their having to dictate most of their letters after office hours. (Or)

Improved: Some managers leave their correspondence until the last minute, and as a result they have to dictate most of their letters after office hours.

b. *This* and *That* Referring to a Whole Statement. The demonstrative pronouns *this* and *that* are often misused in a similar manner.

Not Good: He once lost some money that he had invested in farm mortgages and *this* made him suspicious of all investments.

Improved: He once lost some money that he had invested in farm mortgages, and *this experience* made him suspicious of all investments.

Note. Even good writers sometimes make *which*, *that*, and *this* refer to a whole statement, and there is no particular objection to the occasional use of this construction, if it does not result in an ambiguous reference or an awkward expression.

Allowable: It is well to bear in mind that these dividends are cumulative, *which* means that if they are not paid when due, they accumulate and must be paid later.

However, until the writer is sure of his judgment, he should avoid this construction, and under no circumstances is it to be used frequently.

c. Indefinite *You* and *They*. Avoid the indefinite use of *you* and *they* to refer to people in general.

Not Good: In India *they* have many curious customs.

Improved: In India there are many curious customs.

Not Good: *You* should not use stereotyped expressions in business letters

Improved: Stereotyped expressions should not be used in business letters.

Agreement in Number

D 14. A singular pronoun must be used with a singular antecedent, a plural pronoun with a plural antecedent.

Wrong: Very few *landowners* will grow timber to be used for lumber, because about forty years must elapse before *he* can get a profit.

Improved: Very few *landowners* will grow timber to be used for lumber, because about forty years must elapse before *they* can get a profit, (or) before a profit can be realized.

Wrong: The aim of the commission is to stimulate the physical growth of the *child* and to improve *their* morals.

Improved: The aim of the commission is to stimulate the physical growth of the *children* and to improve *their* morals.

a. ***Each, Everybody, Anybody.*** A singular pronoun must be used with *each*, *everybody*, *anybody*, *somebody*, etc., or with a word or series of words introduced by *every*, *each*, etc.

Wrong: When the meeting began, *everybody* took *their* seats at the desks assigned to *them*.

Improved: When the meeting began, *everybody* took *his* seat at the desk assigned to *him*, (or) *all the members* took *their* seats at the desks assigned to *them*.

Wrong: If I told this story to *any person*, *they* would probably doubt my veracity.

Improved: If I told this story to *any person*, *he* would probably doubt my veracity.

Even in cases where the antecedent includes persons of both sexes, custom has decreed that the singular, masculine pronoun shall be used. If this seems awkward, the antecedent should be changed to one that does not require a singular pronoun, or the sentence should be reconstructed.

Except in formal documents where absolute accuracy is required, the awkward combinations *he or she* and *his or her* should be avoided.

Awkward: Every student should apply these principles to *his or her* own business or profession, or *he or she* will not derive the full benefit from the course. (Use *his* and *he*.)

b. Pronoun Referring to a Collective Noun. When a noun like *firm*, *company*, etc., is the subject of a verb and also the antecedent of a pronoun, care should be taken not to make the verb singular and the pronoun plural, or vice versa. Both should be singular, or both plural. The choice will depend on the meaning. (See Sec. **G 1 i**.)

Not Good: The company *has* shown that *they* are interested in the welfare of *their* employees.

Improved: The company *has* shown that *it* is interested in the welfare of *its* employees.

Exercise in Sections D 12-D 14

See that each pronoun refers clearly to a definite antecedent. Point out the faults; then give the sentences in correct form.

1. This firm is holding an exhibition on the main floor, which they expect will be attended by a thousand merchants.
2. The advertiser should select newspapers having a local circulation and supplement it with a few bill boards, hand bills, and circular letters.
3. The fact that a country has a large supply of coal does not necessarily mean that it is rich in coal. It may not be the right kind of coal or they may not have proper facilities for shipping it.
4. Capital has said in a number of instances that they would simply close up shop until workers were ready to come back on their terms.
5. Dust in factories is often looked upon as a necessary evil, which is not always the case, as it may easily be removed by a suitable ventilating system.
6. In the South most of the work in the cotton mills was done by child labor, and they were compelled to be on their feet from ten to twelve hours a day.
7. Every man in the party agreed to pay their share of the expense.
8. Any number of players may take part, for this makes the game more interesting.
9. Some authorities claim that iron has been in use in Egypt for more than five thousand years, and also that they learned very early to temper iron for use in the manufacture of tools.
10. As this screen moves along, it has a side-to-side motion which removes the water from the pulp as it passes over the screen and it also spreads the pulp over the screen in a thin sheet.
11. The clothes can thus be put into boiling water, which ordinarily could not be done as it would be injurious to the colors.

COMBINED EXERCISE IN CHAPTER IV

Point out the faults; then give the sentences in correct form.

1. He is very energetic and always enters into everything he undertakes with enthusiasm.
2. Being situated in the center of population, the distribution of the products is comparatively easy.
3. The rise in the level of the water can only be detected by close observation.
4. We have given you credit for this amount and will include it in our next remittance, which we trust will be satisfactory to you.
5. This device is on hinges and will cut the cakes of soap into the desired lengths by pressing down on the handle.
6. She explained the device for inking the machine and how to adjust the guides.
7. I then tied the tail to the backbone, which finished the kite.
8. From this machine, the boards are taken to the polishing room, where they undergo a process which puts an excellent finish on it.
9. A Starter For Every Ford That Will Work (the headline of an advertisement).
10. This we do by putting a small quantity of flour into a cup, and then add a little water and work it well.
11. The gears should be covered with guards so as to prevent the workmen from getting their clothing caught in the cogs and thus dragging them into the machine.
12. The lumber needed for making a camp stool consists of six pieces of one-inch round material. In addition, it will require a piece of heavy canvas, a few screws, and some carpet tacks.
13. This car lived in the minds of those who are building it an unfulfilled ideal, fifteen years ago.
14. That country ruled her colonies with so heavy a hand that the poor savages naturally became dissatisfied, sometimes ending in massacres.
15. Cultivating and watering are important factors in raising vegetables. It is done by breaking up the soil and drawing it toward the plant so as to form a hill.
16. The firm casts about for the best way to let the people know that there is such an article, its good points, and where it can be purchased.

17. People will attend college if they can stay at home more readily than they would if they had to go to another city.

18. The unions do this in order to create a scarcity of labor, thus making compliance with their demands for more pay certain.

19. By means of a terrific sandblast directed against the castings, all dirt is driven away, which leaves the iron clean.

20. Not only should the stenographer's notes be accurately written, but also easily read.

21. Most of the buildings, with proper attention, though frame structures, can be made to last for thirty years.

22. The Red Cross doctors, nurses, and stretcher bearers have endangered their lives many times in order to help wounded soldiers, and many of them owe their lives to the constant vigilance of this organization.

23. Standing uncertainly on the edge of the little nest, we saw a young robin preparing for its first flight.

24. I have read over the application which you sent rather carefully.

25. Replying to your letter of July 29th, the empty cars have been traced to Omaha.

26. A sales slip could be made out in this case, thereby securing the customer's name and address.

27. The advertiser should know the various styles of engraving and which will reproduce best in the printing.

28. Advertising, to accomplish the best results, must be done carefully and scientifically. It requires a study of the habits and tastes of the people. It is a problem to secure their attention.

29. We have written you several letters to find out the reasons for your failure to remit payments and if there was any way in which we could help you.

30. When one branch of a certain race is being oppressed, the other members of that race will help them, not because they think they are in the right, but because they are brethren and believe that they must help them.

31. Ralph Allen and Paul Brown were at home over Sunday from Purdue University, where they are in army training for a visit with their parents.

32. The advantages to be gained by this change are increased output and allowing of easy expansion.

33. After the proper focus is obtained, a slight pressure on the bulb connected with the shutter will admit the rays of light.

reflected by the object which is to be taken, into the camera, thus causing an impression on the sensitive surface of the film.

34. The affairs of this company are in a very bad condition because of lack of responsibility. This has not been placed upon any certain individuals, but rather several people have been held accountable for the work.

35. The logs are brought into the cutting room where they are sawed into boards one inch thick and ten feet long. They are then passed on to the planers and later to the joiners.

36. In each of the parks is a hall large enough to seat three hundred people and which is used for neighborhood meetings.

37. One of the advantages of the stenotype is that anyone at all familiar with the code can read the notes, which is not true of the stenographic system.

38. The purpose of the sales letter is to win your prospect, and by putting in matter that is not true he becomes suspicious and will doubt your sincerity.

39. Information has been received that Mrs. Jones, who was spending a vacation of several weeks in Colorado, was killed in an automobile accident over long distance telephone by her husband.

40. Contributions from members of Class A are one and one-half per cent. of their salary, and it is deducted from the salary on the regular pay days.

41. In a few minutes the whistle sounds, which is a signal that the day's work has begun.

42. While on a visit in Chicago last week his left arm was seriously injured.

43. He is a man much respected by his associates and who has always stood for the best interests of the employees.

44. This company is doing a large and profitable business, and in our opinion they are in good financial condition.

45. After rinsing thoroughly, the bacon is taken out and neatly trimmed.

46. There is a city in Colorado with a population of about 65,000, with at least three smelters and a steel mill, and with all the smoke that comes from these plants, the town is much cleaner than Chicago.

47. We have recently installed new looping machines, and we can supply you with as pretty a looped stocking as you can find after April 1st.

48. This is a plan designed to secure better co-operation between the departments and which has proved successful in other companies.

49. The trees are unusually large, which makes the yard very shady during the summer.

50. Trusting that we may receive an early reply, Yours truly.

51. The grounds are located on the only hill in the vicinity and an oak grove entirely surrounds them, affording ample protection from the cold winter winds and the hot summer breezes.

52. Every six weeks the club gives a smoker in their clubroom.

53. The United States controls an area nearly as large as the continent of Europe and presenting equally striking diversities of soil and climate.

54. It is very necessary for working people to have a vacation at least once in every year of not less than two weeks in order to keep physically fit.

55. Conditions could be greatly improved if the work were distributed more equally: that is, have each grade of work assigned to the operators who are best fitted to do it.

56. The committee calls for a complete financial statement prepared by a public accountant, together with a supplementary statement made by the sub-committee, which is filled out by the auditor.

57. It is the purpose of the committee to first provide some means by which the number of criminals in the city will be reduced.

58. Anybody can make a simple sun dial if they have the proper tools and materials.

59. Some of the cars are only used during the rush hours in the morning and evening.

60. By jumping over an opponent's checker, it permits the player to remove that checker from the board.

61. This was a difficult position which required an expert in figures and an experienced man in the details of the work.

62. The third bottle is inverted, and upon thrusting a lighted match into it, from below, it is found to go out just as it would do if thrust into water.

63. The car is now ready to put the finishing coat of varnish on it.

64. Malleable iron is not as brittle as cast iron, and consequently will not break so readily, thus making it very adaptable for use in car couplers.

65. The main entry to a mine varies in width; in some places it is very narrow and others being much wider.

66. At the end of the second year I nearly had a thousand dollars to invest in the business.

67. After allowing the coat of filler to stand for a few minutes, it must be rubbed into the wood across the grain, thus working it into the wood.

68. Every team has a special time of service allotted to it, and during that time they are subject to immediate call.

69. I had to figure up the amount by taking the number of thousands of pounds, and multiply by the price of the goods, and then divide by 2,000 pounds to get the cost per ton.

70. From the lower part of the hammer an iron wire projects, which is one-sixteenth of an inch in diameter.

71. It should not be necessary for us to again and again call your attention to this matter.

72. By returning your suit to us, we can make the necessary alterations at once.

73. Each service man's name and address were taken, and they were given a year's membership. This entitled them to every privilege of the Y. M. C. A., and it was free to them.

74. We are perfectly willing that you return the goods and to refund your money.

THIRD EXERCISE IN SIMPLE, DIRECT, ACCURATE EXPRESSION

The following sentences are to be improved from the standpoint of simplicity, clearness, accuracy, or conciseness of expression as each one may require (see directions on p. 53):

1. The outer surface of the bar is considerably harder than at a depth of one-eighth of an inch.

2. Many senators who investigated the steel strike said that the foreigners must be Americanized and that in the State of Pennsylvania orders must be issued in foreign languages.

3. Not much need be said about the dinner, because the best of food is served and the best people attend.

4. When the constable sees a Chicago Motor Club emblem on your car he is more careful in arresting you, because he knows that a fighting attorney is back of the club.

5. Every member of the school doesn't know what he is missing by not being a member of the Commerce Club.

6. The lamp shade as per order D 1408 arrived in imperfect condition, having a fracture in the silk some three inches in length near the top. The container was in an uninjured state on its arrival, whence it would appear the goods were in the same fractured condition when packed.

7. The accessibility to a great number of points of interest is accomplished by the surface lines, the elevated, and the suburban railroad lines.

8. The expenditure necessary in the construction of good roads was quite a problem at first.

9. While the building occupied by the school is not a modern structure, it is the work accomplished within its sphere that speaks for itself.

10. The motive of the school is that of giving a high and thorough knowledge, as well as a clear conception of the technical art of business.

11. Another reason for this strike is the shorter-hour day.

12. The credit association has labored to make more certain the means of credit information at your disposal.

13. What a boy needs is some good wholesome form of amusement. It is to this end that the Boy Scout organization has accomplished splendid results.

14. Lettuce which is ready for market in April brings in most profitable returns, as it is planted in hotbeds in February.

15. Soap can be classed into two or three large groups: namely, physical form and chemical characteristics.

16. Some of the faculty are successful business men who teach because of their authority and information on certain subjects.

17. The best balls for tennis are purely a matter of opinion.

18. The next operation is the paper covering which is glued to the finished box.

19. Nothing can be completely worn out, but can be worn to a point below which it no longer serves its original purpose.

20. The house is often too much divided by partitions to make the rooms large enough.

21. Lard in the nationally advertised package protects the customer against substitution.

22. The cause of the high cost of living is not the result of any one event, but a series of events that eventually were bound to arise.

CHAPTER V

CLEARNESS IN THE SENTENCE (Continued)

The present chapter deals chiefly with two violations of clearness in the sentence: incomplete constructions, or the omission of necessary words; and illogical statements. In some cases the illogical statements are the direct result of careless omission.

OMISSION OF WORDS

Omission of a Verb

E 1. As a general rule, do not omit a verb or a part of a verb in one construction in a sentence, unless the same form of the verb has been previously used in the same sentence, and can be readily supplied at the place of omission.

Not Good: The work *is* interesting, and the opportunities for advancement very good.

Improved: The work *is* interesting, and the opportunities for advancement *are* very good.

Not Good: However, the people have not approved this plan and they do not intend *to*.

Improved: However, the people have not approved this plan and they do not intend *to do so*.

Not Good: He always *has* and always *will take* an active part in politics (*has take?*).

Improved: He always *has taken* and always *will take* an active part in politics. (Or)

Improved: He always has taken an active part in politics, and will always continue to do so.

Even when the form of the verb is the same in both constructions, the verb should not be omitted in one if the omission will cause awkwardness or ambiguity.

Not Clear: The social affairs given by the Commerce Club *are* a source of great pleasure and of no little importance. (A source of no little importance?)

Improved: The social affairs given by the Commerce Club *are* a source of great pleasure and *are* of no little importance.

Awkward: The program *was* excellent and thoroughly enjoyed by the large audience.

Improved: The program *was* excellent and *was* thoroughly *enjoyed* by the large audience. (In the first part *was* is a principal verb; in the second it is an auxiliary verb. Because of its different function it should be repeated.)

Omission of a Connective

E 2. Do not omit a connective that is needed to complete a grammatical construction or to make the meaning clearer.

a. Omission of a Preposition.

Incomplete: He has promised to buy stock *in* whatever companies you are interested.

Improved: He has promised to buy stock *in* whatever companies you are interested *in*. (Or) He has promised to buy stock *in* all the companies *in* which you are interested.

Incomplete: These advertisements will appear *in* the leading magazines and bill boards throughout the country.

Improved: These advertisements will appear *in* the leading magazines and *on* bill boards throughout the country.

Incomplete: She had great respect and unlimited faith *in* her physician.

Improved: She had great respect *for* her physician and unlimited faith *in* him.

b. Omission of *Who, Which,* or *That*. In the more formal types of writing it is better not to omit a relative pronoun or the conjunction *that* before a clause.

Not Good: As a result of the war, some of the European countries now possess territory they have long coveted.

Improved: As a result of the war, some of the European countries now possess territory *which* they have long coveted.

Not Good: The election showed the great mass of the people in this country want Congress to retain the power originally vested in it.

Improved: The election showed *that* the great mass of the people in this country want Congress to retain the power originally vested in it.

The last example is particularly bad, for at first sight the expression "the great mass of the people in this country" is almost certain to be regarded as the indirect object of the verb *showed*, instead of as the subject of the following clause.

In less formal writing and in conversation, the connective is often omitted.

Allowable: Is this the book you want (*that* you want)?

Allowable: He knew they were coming (*that* they were coming).

c. Omission of *And* in a Series. In a series of words or phrases do not omit an *and* that is needed to show the proper grouping of members.

Usually this faulty omission occurs when the series is followed by an *and* belonging to another construction in the sentence. This *and* does not affect the series; the latter should be complete.

Not Clear: The Liberty Loan furnishes our boys with food, keeps them in ammunition, in clothes, and pays their salaries.

Improved: The Liberty Loan furnishes our boys with food, keeps them in ammunition *and* in clothes, *and* pays their salaries. (*In ammunition* and *in clothes* constitute a series within the other series.)

Not Clear: We bought clothing, food, fuel, and ordered them delivered to his home.

Improved: We bought clothing, food, *and* fuel, *and* ordered them delivered to his home.

Omission of an Article

E 3. Do not omit an article (*a, an, the*), if the omission results in awkwardness or ambiguity.

Not Good: Please send check for amount due.

Improved: Please send *a* check for *the* amount due.

Not Good: We shall be glad to give you full information regarding financial condition of bank.

Improved: We shall be glad to give you full information regarding *the* financial condition of *the* bank.

Ambiguous: On the street I met a grocer and butcher. (One person?)

Improved: On the street I met *a* grocer and *a* butcher.

If there is no danger of ambiguity or awkwardness, the article may be omitted.

Right: He owns a horse and wagon.

Exercise in Sections E 1-E 3

Not all of the following sentences are incorrect. Point out the mistakes in those that are faulty, and make the corrections.

1. This change will in some respects add, and in others detract, from the efficiency of the department.
2. His savings are wiped out, his nerves are shattered, his self-respect gone, and he is quite unfit for work.
3. On this street are located many bakeries, meat markets, hardware, clothing, grocery, and department stores.
4. At night the doors are locked and the windows securely barred.
5. Capitalists claim the increased cost of labor is responsible for the increased cost of commodities.
6. Some of the raw material which this country was being supplied by the fighting nations was no longer obtainable.
7. The work is easy and the remuneration large.
8. In order to meet the demand for officers, the navy has, or rather is, establishing a large training school.
9. Where possible, I ran, crossed streets in the middle of blocks, dodged automobiles, street cars, and pedestrians.
10. He owns a Ford and Packard car.

FAULTY COMPARISONS

E 4. Avoid illogical, ambiguous, and incomplete comparisons.

a. Comparison of a Part with a Whole. Do not compare some characteristic or quality of one object with another object as a whole. Compare characteristic with characteristic, or object with object.

Wrong: The climate of Atlantic City is more pleasant than inland resorts.

Right: The climate of Atlantic City is more pleasant than *that* of inland resorts.

Wrong: The purposes of this school are different from most commercial schools.

Right: The purposes of this school are different from *those* of most commercial schools.

b. The Use of *Other* in Comparisons. When the comparative degree is used in comparing objects belonging to the same class, the word *other* is necessary.

Wrong: Texas is *larger* than *any* state in the union.

Right: Texas is *larger* than *any other* state in the union.

With the superlative degree, *other* is not used.

Wrong: Texas is the *largest* of all the *other states* in the union.

Right: Texas is the *largest* of *all the states* in the union. (Or) Texas is the largest state in the union.

c. *As Good, If Not Better.* In expressions like *as good as, as far as, as large as,* and the like, do not omit the second *as.*

Wrong: My plan is *as good, if not better than* yours.

Correct, but Awkward: My plan is *as good as, if not better than,* yours.

Improved: My plan is *as good as* yours, if not better. (Complete one comparison before beginning the second.)

In certain similar expressions, *than* is sometimes incorrectly omitted.

Wrong: He is *larger, or at least as large,* as his brother.

Right: He is *larger than* his brother, or at least as large.

d. *One of the Best, If Not the Best.* In expressions like *one of the best* (*first, latest,* etc.), *if not the best* (*first, latest,* etc.), do not omit the plural noun. Supply that noun, and omit the singular noun in the second part.

Not Good: This is one of the smallest, if not the smallest, specimen in the museum.

Improved: This is one of the smallest *specimens* in the museum, if not the smallest.

Note. Notice that it is permissible to omit words more freely at the end of a sentence than in the middle. When the omission comes at the end, the syntax of the main part is complete and the elliptical phrase appears as an appendage, in which the omitted part can be readily supplied by the reader.

e. Ambiguous Comparison. A word or words necessary for a clear understanding of a comparison should not be omitted.

Ambiguous: The boy likes the dog better than his mother.

Improved: The boy likes the dog better than his mother *does*.

Ambiguous: The editor was better acquainted with the minister than the lawyer.

Improved: The editor was better acquainted with the minister than *with* the lawyer. (Or)

Improved: The editor was better acquainted with the minister than the lawyer was.

Exercise in Section E 4

Point out the mistakes and correct the following sentences:

1. England undoubtedly had a more powerful navy than any nation engaged in the World War.
2. The sales of this book have been as large, if not larger, this year than ever before.
3. The price of sugar has dropped more rapidly than any staple commodity.
4. This newspaper has the largest circulation of all the other newspapers in the city.
5. The privileges of the soldier are many compared to the working class.

6. The merchant should select articles which are salable at a price higher, or at least the same as cost.

7. The salesman should use his own judgment, as he understands the customer better than the man in the office.

A VERB WITHOUT A LOGICAL SUBJECT

E 5. Be sure that each verb has a definite, logical subject.

A common mistake is to use as a subject some phrase or clause which does not logically express the subject relation.

Wrong: Situated as it is in the heart of the commercial district of Chicago makes the school easily accessible.

Improved: Because of its location in the heart of the commercial district of Chicago, the school is easily accessible. (Or)

Improved: Situated as it is in the heart of the commercial district of Chicago, the school is easily accessible.

Wrong: With Russia pushing southward and Austria thrusting eastward at the same time, caused an inevitable conflict.

Improved: With Russia pushing southward and Austria thrusting eastward at the same time, a conflict was inevitable.

a. *Because-Clause.* A *because-clause* should never be used as the subject of a verb.

Wrong: Because a country has a large supply of coal, does not necessarily mean that it is rich in coal.

Improved: The fact that a country has a large supply of coal does not necessarily mean that it is rich in coal.

b. Compound Predicate. When a compound predicate is used, be sure that the subject belongs logically to the second verb, as well as to the first one.

Wrong: The *Illinois Steel Company* manufactures its own Portland Cement, and *is* a very good and high quality cement.

Improved: The Illinois Steel Company manufactures its own cement, and this *product is* of very high quality. (Or)

Improved: The Illinois Steel Company manufactures its own cement, *which is* of very high quality.

Wrong: The *farmer* not only received valuable information from these advertisements, but also *created* a subconscious demand for this particular brand of seeds.

Improved: These *advertisements* not only gave the farmer valuable information, but also *created* a subconscious demand for this particular brand of seeds.

Wrong: There is a large porch and dining-room, and *contains* many cool, comfortable rooms.

Improved: This *house* has a large porch and dining-room, and *contains* many cool, comfortable rooms.

GRAMMATICALLY UNRELATED OR UNFINISHED STATEMENTS

E 6. Be sure that every statement is completed and is grammatically related to the rest of the sentence.

The majority of unrelated elements occur because the writer forgets how he began a statement and shifts to another construction. Each element must be complete and be in grammatical harmony with the context.

Wrong: The second-growth timber, if it is treated scientifically, the owner can get an income in ten years. (A confusion of two constructions.)

Improved: The second-growth timber, if it is treated scientifically, will yield the owner an income in ten years. (Or)

Improved: From the second-growth timber, if it is treated scientifically, the owner can get an income in ten years.

Wrong: He must be courteous to everyone, but undue familiarity with none.

Improved: He must be courteous to everyone, but unduly familiar with none.

ILLOGICAL STATEMENTS

E 7. Each thought should be logically related to the rest of the sentence, and should be expressed in such a manner that the relation is evident.

Illogical: The Holstein breed of cows is the oldest breed of dairy cattle in the world, *originating* in Schleswig-Holstein; it is *therefore* the purest dairy breed in the world. (This sentence intimates that this breed is the oldest because it originated in Schleswig-Holstein, and says that it is the purest because it is the oldest and originated there.)

Improved: The Holstein breed of cows, which originated in Schleswig-Holstein, is the oldest and purest dairy breed in the world.

Illogical: On some days the student has *more* time to prepare his work than on others, and the instructor will have to forbear with him.

Improved: On some days the student has *less* time to prepare his work than on others, and on these occasions the instructor will have to forbear with him.

a. Intermediate Step Omitted. Frequently an illogical statement results from the omission of an intermediate step—an omission which brings together two unrelated thoughts.

Illogical: Inasmuch as we asked you whether there was any mistake in our bill, we assume that the amount is correct.

Improved: Inasmuch as we asked you whether there was any mistake in our bill, *and you did not reply*, we assume that the amount is correct.

FAULTY PREDICATION

E 8. Be sure that a construction used after *is, was,* and similar verbs has the proper logical and grammatical relation to the subject.

These verbs may be followed by a predicate noun, which names the same thing as the subject; by a predicate adjective, which modifies the subject; or by an adverbial element.

Illogical: The mixture is stirred until it is a creamy consistency. (A *mixture* is not a *consistency.*)

Improved: The mixture is stirred until it *has* (or *is of*) a creamy consistency.

a. *Is When, Is Where, Is Because.* Be especially careful of expressions containing *is when, is where,* and *the reason is because* (*is due to, is on account of,* etc.).

Wrong: Nine o'clock *is when* we start work.

Right: Nine o'clock *is the time* when we start work. (Or) We start work at nine o'clock.

Wrong: Chicago *is where* he lives.

Right: Chicago *is the city* where he lives.

Wrong: Astronomy *is where* one learns about the stars.

Right: Astronomy *is the study* in which one learns about the stars.

Wrong: The reason for the increased dues *is because* the expenses of the club are heavier this year. (A reason is not *because* of something; it *is* something.)

Right: The reason for the increased dues *is that* the expenses of the club are heavier this year. (Or)

Right: The dues will have to be increased *because* the expenses of the club are heavier this year.

ILLOGICAL CLASSIFICATION

E 9. In naming a series of objects or persons, be sure that the members of the series are mutually exclusive.

Wrong: The program consisted of recitations, singing, and music. (*Singing* is included in *music.*)

Improved: The program consisted of recitations, singing, and *instrumental* music.

Wrong: Invitations were sent to the mayor, the members of the city council, and men interested in the welfare of the community.

Right: Invitations were sent to the mayor, the members of the city council, and *other* men interested in the welfare of the community.

Exercise in Sections E 5-E 9

Point out the mistakes, and correct the following sentences:

1. We suggest that if you expect to be in the city soon, to wait until that time to make the final arrangements.
2. The dictionary is where you should look for the correct pronunciation of words.
3. If you will look on page 28 of this catalogue, the fine print states that these goods cannot be returned after examination.
4. The reason for his success was because he was careful and industrious.
5. The audience was made up of men, women, and musicians.
6. Our shingles are made from the best material, as we own our own timber.
7. The reason that the car skidded was on account of his having left off the chains.
8. By having the power-plant some distance from the dam adds to the security of the plant in case the dam breaks.
9. In reply, wish to advise that we are unable to accept your terms.

DOUBLE NEGATIVE

E 10. Do not use a double negative in making a negative statement.

Wrong: He *can't* do *nothing.*
Right: He *can't* do *anything.* (Or) He *can* do *nothing.*
Wrong: They *aren't* allowed to go *nowhere.*
Right: They *aren't* allowed to go *anywhere.*

Be especially careful to avoid the use of the adverb *not* with words like *hardly* and *scarcely,* which convey a negative meaning.

Wrong: He *wouldn't hardly* do that.
Right: He *would hardly* do that.
Wrong: I *don't scarcely* think so.
Right: I *scarcely* think so.

a. Correct Double Negative. A double negative is correctly used to make a weak or modified affirmative statement.

Right: This book is *not unlike* that one.
Right: The boy was *not unhappy.*

The first sentence, for example, makes an affirmative statement which is weaker than the positive affirmation, "This book is like that one."

THE RIGHT CONNECTIVE

E 11. Choose the connective that expresses the logical relation between thoughts.

This principle covers various specific injunctions, such as:

(1) Do not use *but* (contrast) for *and* (same line of thought).

(2) Do not overuse *if* for *whether* in a noun clause used as the object of a verb; *while* for *and* or *whereas*; *so* for *therefore, consequently*, and the like (the "so-habit"). *If* properly introduces an adverbial clause of condition; *while* an adverbial clause of time (see Glossary, **H 10**). Even good writers occasionally employ these connectives in the questionable manner indicated above, but as a general rule this practice is to be avoided.

(3) Do not use prepositions in the wrong sense.

(1) Wrong: The house is very old, *and* is well preserved.

Right: The house is very old, *but* is well preserved.

(2) Questionable: Please let us know *if* the goods arrived safely. (Don't let us know if they did not arrive?)

Right: Please let us know *whether* the goods arrived safely.

Questionable: This paper is white, *while* the other is gray.

Right: This paper is white, *and* the other is gray. (Or) This paper is white; *whereas* the other is gray.

(3) Wrong: The examiner then makes inquiries *of* the financial condition of the firm.

Right: The examiner then makes inquiries *about* (or *regarding*) the financial condition of the firm.

Wrong: These trips are written up fully *by* the monthly bulletin.

Right: These trips are written up fully *in* the monthly bulletin.

Note. For lists of co-ordinate and subordinate conjunctions, see Sec. **C 8.**

EXERCISE IN CHAPTER V

Point out the mistakes in the following sentences and make the necessary corrections:

1. He should advertise in the weekly and monthly magazines, newspapers, bill boards, booklets, and novelties.

2. This material is carried away to be screened, and the lumps returned to the machine for further crushing.

3. Glue, soap, and oils are made from the hoofs and parts of the animal that are not used for food.

4. From the time a letter is sent until the answer is received is usually about four days.

5. In the operation of the machine there are a few things that must be kept in mind and form a habit of putting them into practice.

6. The cause of the high cost of living is not the result of any one event.

7. They conducted experiments to determine whether this condition was the fault of the workman or to circumstances over which he had no control.

8. Under the old system of sales organization we find the most conspicuous feature was the lack of co-operation.

9. The liquid soon begins to boil and is accompanied by violent frothing.

10. The specific gravity of this substance is higher than any of the other ingredients.

11. Sulphuric acid, though known for centuries, is today the basis of industrial chemistry.

12. Any game tends to make one think clearly, but basket ball is superior to all in this respect.

13. Hay should be cured in such a manner as to retain its green color, its sweet odor, its leaves, and be free from dust.

14. Because he had once allowed his name to appear on an independent ticket was the chief reason for his persecution by the party leaders.

15. The function of the credit man may be compared with the stabilizer on an aeroplane—always operating to keep the machine upright.

16. Under these circumstances, the rank and file of the party could not hardly be expected to vote for this man.

17. The marketability of a bond means the ease with which it can be disposed in time of need.

18. The country people had come early—on horseback, buggies, Fords, and automobiles.

19. The diamond, when first mined, has a greasy coating on the surface, and gives the stone the appearance of a drop of gum.

20. The secretary and treasurer of the company will be in their offices all morning.

21. The second solution should be as strong, if not stronger, than the first.

22. He is one of the most respected, though not the most popular man in the organization.

23. This city has the lowest death rate of any other in the West Indies.

24. The sales manager visits the branch stores only when a new man is hired or a change is made there.

25. The cost of transportation for perishable articles is greater than any class of products.

26. In this city crime seems to have the upper hand and almost beyond control.

27. A person choosing a subject for a short theme, the subject chosen should be one with which the writer is familiar.

FOURTH EXERCISE IN SIMPLE, DIRECT, AND ACCURATE EXPRESSION

Make the following sentences simpler, more direct, more accurate, or more concise (see directions on p. 53):

1. There is no comment too great for this machine as an asset to a business man.

2. In many cases the employers offer a very low salary which will not meet the workman's subsistence.

3. Before they finally let the contract, they often force the sub-contractor's figure down to such a point that his margin of profit is very small and oftentimes below cost.

4. In the different periods of civilization different mediums of exchange have been used for money. The hunting stage consisted of the exchange of skins for the settlement of debts.

5. The effect of raising the price on cheaper paper has had a tendency to curtail the appropriations for the cheaper forms of printed matter.

6. In regard to my personal habits I wish to say that I am thirty-two years of age, single, and that I use no tobacco or intoxicating liquor.

7. The present condition of the building business is poor and has been so for the entire year.

8. Any man who attends the school is eligible for membership in the club, provided he is willing to pay the membership dues.

9. This club is the social essence of the school.

10. With all these facts in view a young man cannot possibly neglect the fact of the opportunity which presents itself.

11. The faculty is made up of men all highly merited in their respective teachings.

12. The origin of the name of this society is interesting because it is taken from history.

13. The next and last process used in making radiators is the assembling department.

14. The Central Eleanor Club, with all its splendid advantages for self-supporting business women, should convince us that we cannot afford to remain non-members.

15. The ball must be thrown through a basket which is placed at both ends of the basket ball floor. There are two baskets attached on the wall at each end of the floor.

16. The reason for the adoption of the automobile in business is the answer to the question: would it be more profitable to replace horses and wagons with motor trucks?

17. The necessity of having such a school is essential, as we all know that working out the perplexities by experience is good teaching but an expensive one.

18. The relation between labor and capital appears in some unaccountable way to have become separated.

19. Manganese is a metallic element and was known at early times, although it was not until 1774 that the metal was isolated by Gahn.

20. While this operation is in progress, the toasting of the bread may be effectuated with the use of the electric toaster.

21. The fee is very reasonable, twenty dollars for the full course, and well worth the knowledge gained.

22. The period of time required by any good building organization is invariably longer than the time required by ours.

23. It is the profession of some to teach, and they therefore devote their lives to study.

24. If a man is able to own a home, he owes it to his family to facilitate to their comfort and environment by buying that home.

25. Splendid forests, beautiful waterfalls, wild flowers, birds, and wild animals all have places of refuge in our National Parks.

26. Your jewels are costly and valuable, therefore they are easily stolen.

27. This compound is absolutely harmless in regard to its abrasive qualities.

28. Every orange, wrapped in a separate wrapper, insures cleanliness and purity.

29. Men of distinction are conservative, and for that reason they instinctively select garments which are proper for the accompaniment of their dignity.

30. Unless a man reads the daily paper, he cannot help but become disinterested in public affairs.

CHAPTER VI

EFFECTIVENESS IN THE SENTENCE

CONCISENESS

F 1. Cultivate conciseness of expression; avoid wordiness.

Conciseness does not necessarily mean brevity. It means getting rid of all superfluous words—finding the shortest way of expressing an idea accurately, and completely, without sacrificing any essential thought or part of a thought. A statement one hundred words in length may be concise; it will be if the thought cannot be adequately expressed in fewer words. A sentence ten words in length may be verbose; it will be if the thought can be adequately expressed in five words.

Wordy: There is a considerable amount of time needed for doing the work in an adequate manner.

More Concise: To do the work adequately will require considerable time.

Wordy: These difficulties can all be avoided, or at least a large percentage of them can be.

More Concise: Most of these difficulties can be avoided.

Wordy: There is only one part of the machine that needs to be oiled daily and that is the back rod, which is sometimes called the carriage rod.

More Concise: The only part of the machine that needs to be oiled daily is the back rod, sometimes called the carriage rod.

An important general principle to be kept in mind is as follows: If possible reduce a main clause to a subordinate clause, a subordinate clause to a phrase, a phrase to a single word.

Wordy: One feature which this machine has and which makes it particularly desirable is that it is economical of fuel.

More Concise: One particularly desirable feature of this machine is that it is economical of fuel. (One clause reduced to a single adjective and an adverb; another to a phrase.)

Wordy: If you ask him a few questions which are pertinent to what he is telling you, all that you have to do is to sit back and listen.

More Concise: If you ask him a few pertinent questions, you have only to sit back and listen. (Two clauses reduced to a single word; another reduced to a phrase.)

EFFECTIVE USE OF SHORT SENTENCES

F 2. The short sentence, when properly used, is a means of effective expression.

a. A Single, Short Sentence. An important thought may be made to stand out prominently by placing it in a single, short sentence.

Ordinary: He felt sure that the voters would soon forget his misuse of public funds; but he was mistaken, for they did not forget.

Emphatic: He felt sure that the voters would soon forget his misuse of public funds, but he was mistaken. They did not forget.

b. A Series of Short Sentences. A series of short sentences is valuable in making a rapid summary, in taking the reader quickly over a series of events, or in emphasizing a series of important thoughts.

Ordinary: In order that this result may be accomplished, a number of matters will have to be adjusted. These include arranging a peace, solving economic problems, and settling differences with European countries. In fact, we have to re-establish ourselves in the reconstructed world.

Emphatic: In order that this result may be accomplished, a number of matters will have to be adjusted. We have a peace to arrange. We have economic problems to solve. We have differences with European countries to settle. In fact, we have to re-establish ourselves in the reconstructed world.

Emphatic: To this great conflict for human rights and human liberty America has committed herself. There can be no backward step. There must be either humiliating and degrading submission or terrible defeat or glorious victory. It was no human will that brought us to this pass. It was not the President. It was not Congress. It was not the press. It was not any political party. It was not any section or part of our people. (Elihu Root. Reprinted by permission of the author.)

The habitual use of short sentences is to be avoided, for this practice results in a jerky, disconnected style. As a general rule, they are to be reserved for passages which require special emphasis. (For a discussion of short, choppy sentences, see Sec. **C 3.**)

VARIETY IN SENTENCE STRUCTURE

F 3. Effective writing requires variety in sentence structure. Monotony is to be avoided.

This general principle covers various specific injunctions, such as: (a) Except in constructions which are intended to be parallel (see note), do not begin a number of successive sentences with the same word, like *the*, *this*, *he*, etc., and do not place the subject at the beginning of every sentence. (b) Avoid "see-saw" sentences: that

is, a series of sentences, each consisting of two statements connected by *and*, *but*, or *or*. (c) Avoid a series of sentences, each containing a main clause followed by a relative clause.

Awkward: The tendency at present is to move the iron and steel mills from inland towns to lake points, such as Cleveland, Chicago, and Gary. *This* is due to the economy that results from having the blast furnace close to the ore dock where the steamer unloads. *This* was an important factor in causing the United States Steel Corporation to locate at Gary. *This* plant is the largest and most complete in the world for the manufacture of steel. (Each sentence begins with the subject, and the last three begin with the same word.)

Improved: At present, the tendency is to move the iron and steel mills from inland towns to lake points, such as Cleveland, Chicago, and Gary. In these cities the blast furnace can be placed close to the ore dock where the steamer unloads, and as a result the ore can be handled more economically. It was this important factor that caused the United States Steel Corporation to locate at Gary, where it has erected the largest and most complete plant in the world for the manufacture of steel.

Awkward: The basement is of cement *and* it extends under the entire house. A furnace of modern design is located at one end *and* is arranged so that it can be regulated from the living-room upstairs. The laundry-room occupies the entire south half of the basement *and* it is light and sanitary. ("See-saw" sentences; and in addition, each begins with the subject.)

Improved: The basement, which is of cement, extends under the entire house. At one end is a furnace of modern design, so arranged that it can be regulated from the living-room upstairs. A light, sanitary laundry-room occupies the entire south half of the basement.

Note. The same structure is sometimes used in successive sentences for the purpose of emphasizing similarity or parallelism in thought (for examples, see Sec. **F 2 b**).

REPETITION

Careless repetition—the kind that results from a limited vocabulary or from unwillingness to spend the energy necessary for finding a substitute—is always objectionable. On the other hand, intelligent repetition is sometimes used for emphasis.

Careless and Awkward Repetition

F 4. Avoid the careless and awkward repetition of words.

This caution applies to all classes of words—to prepositions and conjunctions as well as to the more conspicuous parts of speech, such as nouns and verbs.

The remedy is to substitute a synonym or a pronoun for the repeated word or to change the construction of the sentence.

Awkward: The boards are then passed on to the different *cutters* who *cut* them into certain lengths. One set of men *cuts* boards for the sides and tops, while another *cuts* the end boards.

Improved: The boards are then passed on to different cutters who saw them into certain lengths. The pieces for the sides and tops are cut by one set of men; those for the ends by another group.

Awkward: The boiler used for *making* the steam is the chief factor in *making* the steam car a success.

Improved: The boiler is the chief factor in making the steam car a success.

Awkward: Each number is repeated eight times *to* enable the operator *to* get used *to* finding it quickly.

Improved: Each number is repeated eight times in order that the operator may become accustomed to finding it quickly.

Awkward: Many of the mail order concerns are without catalogues this year because *of* the lack *of* foresight *of* the present shortage in paper.

Improved: Many of the mail order concerns are without catalogues this year because they did not foresee the shortage in paper.

a. Repetition of a Word in Different Senses. Do not use a word in two different senses in the same sentence.

Awkward: In those early days, sulphuric acid was *but* a curiosity, *but* today industrial chemistry could not exist if the supply of this acid were stopped.

Improved: In those early days, sulphuric acid was *only* a curiosity, *but* today industrial chemistry could not exist if the supply of this acid were stopped.

b. Tandem Clauses. As a general rule, do not use two successive clauses introduced by the same connective, unless they both refer to the same word (see Sec. **F 6 a**).

Awkward: Between the walls is a two-inch space *which* is packed with granulated cork, *which* is the most effective non-conductor of heat yet discovered.

Improved: Between the walls is a two-inch space packed with granulated cork, which is the most effective non-conductor of heat yet discovered.

Awkward: The upper floors of the building were completely destroyed, *for* the firemen were unable to reach the flames, *for* the water-pressure was too weak.

Improved: The upper floors of the building were completely destroyed, for the water-pressure was so weak that the firemen were unable to reach the flames.

Redundant Repetition of *That*

F 5. In a noun clause introduced by *that*, the writer should be careful not to repeat the conjunction after a

number of intervening words which are likely to make him forget that it has already been used.

Wrong: We have decided *that* since labor and materials are sure to be lower within a few months *that* it would be inadvisable to begin the construction now.

Right: We have decided *that* since labor and materials are sure to be lower within a few months, it would be inadvisable to begin the construction now.

Effective Repetition

F 6. An important word is sometimes purposely repeated for emphasis.

Right: They were *starving—starving* in a land of plenty.

Right: It [the work of the Peace Conference] is full of *perils; perils* for this country, *perils* for all lands, *perils* for the people throughout the world. (Lloyd George.)

Right: We wish *peace;* but we wish the *peace* of justice, the *peace* of righteousness. (Theodore Roosevelt.)

a. Effective Repetition of the Same Form of Construction. Emphasis, as well as clearness, may be secured by repeating the same form of construction—noun clause, adverbial clause, infinitive phrase, prepositional phrase, and the like—introduced by the same connective.

This device should be used only when the expressions are parallel: that is, when they perform the same function in the sentence.

Right: *If you believe* that honesty and industry are needed in city government, *if you believe* that faithful service to the public should be rewarded, you should work for the reelection of this alderman.

Right: Any sort of restraint, whether *by* military force, *by* legislation, or *by* public opinion, is obnoxious to this group of radicals.

Right: The objects of this science are *to determine* the constituents of which the material world is composed, *to reduce* these constituents to their simplest forms, and *to build* up new chemical compounds from them.

In these cases the connective should be conscientiously repeated wherever the repetition will make the statement clearer or more emphatic.

Not Clear: The courses are intended *for* men who have had experience in the banking business and also those in other kinds of work who wish to get a better knowledge of the Federal Reserve System.

Improved: The courses are intended *for* men who have had experience in the banking business and also *for* those who wish to get a better knowledge of the Federal Reserve System.

Not Clear: The auditor reports *that* the cashier is under suspicion, and there can be no doubt as to his guilt. (Does the writer or the auditor say that the cashier is guilty?)

Improved: The auditor reports *that* the cashier is under suspicion and *that* there can be no doubt as to his guilt.

Balanced Constructions

F 7. For special emphasis, two contrasted thoughts (less frequently two similar thoughts) are sometimes placed in balanced constructions.

Balanced constructions are similar in form and are built in such a way that one seems to be weighed against the other. Unlike the expressions in the preceding sections, they do not necessarily begin with the same word.

Not Balanced—Weak: In New York, subways are built, but in Chicago the plans never get beyond the talking stage.

Balanced—Emphatic: New York builds subways; Chicago talks about building them.

Not Balanced: These goods are of excellent quality, and a low price has been put on them.

Balanced—More Emphatic: The quality of these goods is excellent, and the price is low. (Or)

Balanced—More Emphatic: These goods are excellent in quality and low in price.

EMPHATIC POSITION

The most prominent places in the sentence are the beginning and the end. The skillful writer takes advantage of this fact, whenever possible, by placing in these positions statements which deserve attention and emphasis. In some cases, however, the beginning must be used for making a smooth transition from the preceding sentence (see p. 40), and consequently cannot always be reserved for emphatic statements. In general, so far as emphasis is concerned, the end is more significant than the beginning.

Feeble Ending

F 8. Never end a sentence with a weak, straggling phrase or subordinate clause.

This caution does not apply to a phrase or clause which makes a definite contribution to the thought. It refers to those expressions which contain a weak and hesitating modification of the main idea, or give the impression of being an after-thought. Familiar examples are *as a rule*, *in some cases*, *I think*, *you may be sure*, *at least*, and others of similar nature. These expressions should be "buried" within the sentence, or if this is impractical they may be placed at the beginning.

Weak: Our future prosperity depends upon the co-operation of capital and labor, *to a large extent*.

More Emphatic: Our future prosperity depends, *to a large extent,* upon the co-operation of capital and labor.

Weak: An excess of magnesia in the cement will cause it to expand and crack *in time.*

More Emphatic: An excess of magnesia in the cement will, *in time,* cause it to expand and crack.

Weak: This device is adapted for use only with plate cameras having removable holders, *for reasons which will be explained later.*

More Emphatic: *For reasons which will be explained later,* this device is adapted for use only with plate cameras having removable holders.

a. A Preposition at the End of a Sentence. As a general rule, a preposition makes a weak ending for a sentence.

Weak: The parlor, a medium-sized room, artistically decorated, makes a very attractive place to entertain your guests *in.*

More Emphatic: The parlor, a medium-sized room, artistically decorated, makes a very attractive place *in* which to entertain your guests.

In some cases, however, a preposition may properly stand at the end of a sentence. This is especially true in certain questions, which, as a matter of fact, lose much of their effectiveness if another construction is used.

Emphatic: Where did you come *from?* ("*From* where did you come?" would be much less effective.)

Emphatic: What did you do that *for?* (More emphatic than "Why did you do that?")

Certain sentences like those below are also allowable in speaking, and, within reason, in the more informal types of writing.

Allowable: This is the article that you were talking *about.*

Allowable: He is the man that you inquired *for.*

The Periodic Sentence

F 9. For special emphasis, the main thought should be placed at the end of the sentence. This type of construction produces what is known as the periodic sentence.

Not Periodic: Four members sprang to their feet as soon as the chairman finished his remarks.

Periodic—More Emphatic: As soon as the chairman finished his remarks, four members sprang to their feet.

In practice, not all sentences, or even the majority of them, are made periodic. The constant use of this type would mean a stiff and monotonous style, but when employed judiciously, it is a valuable aid to emphasis.

Note. Strictly speaking, a periodic sentence is one in which the grammatical construction is not complete until the end of the sentence is reached. For practical purposes, however, a sentence in which the main clause is placed last may be regarded as periodic.

Transposed Elements

F 10. A word may be emphasized by transposing it—giving it a position different from its normal one.

This is especially true of direct objects (words or clauses), predicate adjectives, and adverbs placed at the beginning of the sentence. Direct objects and predicate adjectives normally follow the verb; adverbs either precede or follow the verb. When they are placed at the beginning of the sentence, the unusualness of the position serves to attract the reader's attention to them.

Normal: Although he was *tired*, he refused to rest.

More Emphatic: *Tired* as he was, he refused to rest.

Normal: We always have the *poor* with us.

More Emphatic: The *poor* we always have with us.

Normal: He is willing to admit *that he has failed.*

More Emphatic: *That he has failed,* he is willing to admit.

Normal: The procession moved *slowly* through the crowded street.

More Emphatic: *Slowly* the procession moved through the crowded street.

CLIMAX

F 11. In a series of words and phrases which vary considerably in relative importance, the members should be arranged with the weakest first and the strongest last.

Anti-climax: He was an eminent jurist, a distinguished lawyer, and a skillful politician.

Improved: He was a skillful politician, a distinguished lawyer, and an eminent jurist.

a. The Shorter Element before a Longer One in a Series. As a general rule, the shorter member of a series should precede the longer member. In this way one form of climactic arrangement is secured.

Awkward: The book is beautifully illustrated in colors and *interesting.*

Improved: The book is *interesting* and beautifully illustrated in colors.

b. A Negative Statement Before a Contrasted Affirmative One. In many cases, the placing of a negative statement before an affirmative contrasted statement makes a more emphatic sentence.

Less Emphatic: He failed because he was over confident, *not because he was over trained.*

More Emphatic: He failed, *not because he was over trained,* but because he was over confident.

Less Emphatic: His actions were guided by a desire for power, *not by love of humanity.*

More Emphatic: His actions were guided, *not by love of humanity,* but by a desire for power.

AWKWARD AND INDEFINITE USE OF THE PASSIVE VOICE

F 12. Do not use the passive voice when the active voice would be more natural and definite.

Especially avoid the passive voice when it does not clearly indicate the person or thing to which the statement refers.

Awkward: You know that your efforts *are appreciated* by us.

Improved: You know that *we appreciate* your efforts.

Awkward and Indefinite: The committee has worked faithfully and a number of reforms *have been effected.* (Who effected the reforms?)

Improved: The committee has worked faithfully and *has effected* a number of reforms.

SPECIFIC VS. GENERAL STYLE

F 13. For emphasis, make a statement concrete by the use of specific words, details, and examples.

General statements have a legitimate use in carrying the reader over less important parts of an article, but they are not suitable for passages that need to be emphasized. The specific style is more vivid and therefore more stimulating to the reader's imagination and thought.

General: This machine is guaranteed not to *injure any fabric*

Specific—More Effective: This machine is guaranteed not to *tear* the *finest chiffon* or the *most delicate lace.*

General: By means of moving pictures you can become familiar with the *manufacturing processes* used in *different lands.*

Specific—More Effective: By means of moving pictures you can become familiar with the process of manufacturing *steel rails in Pittsburg, silk in Japan, and laces in France.*

General: Everybody uses this car.

Specific—More Effective: Everybody uses this car—*bankers, lawyers, farmers, business men, mechanics, United States Senators.*

General: All these companies made huge profits during the war and disbursed relatively little in dividends.

Specific Example Added: During the war, all these companies made huge profits, and disbursed relatively little in dividends. For example, the Pierce Smelting and Refining Company earned $79.96 a share on the common stock, and paid out only $22.00 a share in dividends.

DEFINITE, DIRECT STATEMENTS

F 14. Make definite, direct, straightforward statements. Do not be satisfied with an approximate statement of a thought. Avoid awkward and involved expressions.

Not Definite: Because of recent conditions, Europe is very limited in the industry producing wool.

√ Improved—More Direct: Because of the recent war, Europe is producing but little wool.

Improved—More Direct and Specific: Because of the recent war, Europe is producing only five per cent. of its normal amount of wool.

Not Definite: A notable difference between bank panics and industrial depressions is the length of time of each.

Improved: A notable difference between bank panics and industrial depressions is that the latter cover a longer period of time.

Awkward and Involved: Here the student will get instruction which cannot help being an aid to him in the betterment of the daily pursuance of his duties.

Improved: Here the student will get instruction which will be of benefit to him in his daily work.

EXERCISE IN CHAPTER VI

Not all of the following sentences are incorrect. In those that are, make any necessary changes. In those that are not, point out the methods used to secure emphasis.

1. The apparatus consists of a galvanized iron box divided into three compartments of equal size, and two bottles.
2. It is easy to see that with improved roads in the country districts that a rise in the value of land will follow.
3. We could not get the gymnasium often enough to get sufficient practice.
4. Back of all our claims of the superior quality of the IXL motor trucks; back of the country-wide chain of IXL service stations; back of our guarantee of absolute satisfaction—stands the great IXL organization.
5. The first thing I did was to decide what kind of kite I wanted to make and how large it was to be. I then selected the wood from which I was to make the sticks.
6. Suddenly he opened the door and stepped into the room.
7. We shall consider only the Bessemer process, which is carried on in a large cone-shaped converter in which are heated great quantities of ore.
8. The Germans offered to compensate Belgium to allow the Kaiser's troops to cross her territory in their attack on France.
9. These strikes are not the result of oppression of one class by another; they are fomented by discontented radicals to a great extent.
10. Under these conditions, there is no time in which to plan selling campaigns; no time to look into the filing system and adjust it so that letters can be found when wanted; no time to find out whether the employees are contented and working in harmony.

11. Moreover, the metal is very scarce, being found in only a few parts of the world, and hence is very expensive; hence the article cannot be manufactured without great expense.

12. His manners we admire; his character we abhor.

13. Thus fewer press feeders are needed, and the work is done better and more quickly besides.

14. The firm should make its customers understand that the prices quoted on market cards are subject to market changes, and all orders will be filled at the prevailing prices on the day the order is received.

15. It was to be a surprise to the bride-to-be.

16. It is a fact that in many cases where the plant has been well provided with safety guards, that soon after their installation they are allowed to lapse into disuse.

17. The tenants had to pay the increased rent, for there was no place to move to.

18. As a matter of fact, however, there has been considerable difficulty in enforcing the rule in some cases.

19. Here he at last found peace.

20. A number of noted men have spoken from this platform from time to time.

21. It is gratifying for us to know that we have been instrumental in placing this instrument in your home.

22. During the winter this chaff tray serves as an absorbent of the moisture thrown off by the bees. It is important to keep the hive dry, or disease may result, and this use of the chaff tray to keep the hive dry aids very materially.

23. The success of the plan depends upon the co-operation of all the members, not upon the efforts of a few leaders.

24. This machine is the product of the genius of one of the leading scientists of the country.

25. In the case of demand loans the bank can get its money very soon, but these are in the minority as a rule.

26. There is no man attending the university who is so versatile as to be able to write on a variety of subjects without first giving them quite an amount of thought.

27. A clerk in an office will feel more responsibility and take greater interest in taking care of a customer whom he knows.

28. When electrical power is not used, no attempt is made to light the mine at all.

29. From this room we go into the kitchen of good size, made large in order to do away with a pantry, and to do this built-in wall cupboards have been provided.

30. The sheets are dried before they are used, and this is done either by putting them in a drying room for four or five weeks, or heating them in a vacuum.

31. As the European countries are over their heads in debt and money over there is very scarce, they will evidently have to pay their debts in merchandise.

32. The population of the city has increased more than twenty per cent., according to the latest census returns.

33. This car is the same as the older model to all intents and purposes.

34. Your order was shipped by us on the first day of the month.

35. The manufacturer and the shipper are interested in the reduction of freight rates most of all.

36. The stability of a nation depends more upon the loyalty of its citizens than the form of government.

37. The place was located between three trees with branches overhanging the tent. We selected this place because it was private and was a good place to fish.

38. In some cases the explosive is melted and poured into cardboard cases, instead of being placed directly in the shell.

39. When the movable weight is as far up as it will go, the metronome will beat very slowly. The reason for this is that the weight must travel farther when it is as far up as it will go, and therefore it goes more slowly.

40. The result is a lot of dissatisfied owners of buildings with property which is worse, a thousand times, than a white elephant, on their hands.

41. The lake is about ten miles long, and has long been frequented by followers of almost every kind of aquatic sport.

FIFTH EXERCISE IN SIMPLE, DIRECT, AND ACCURATE EXPRESSION

Improve the following sentences by making them simpler, more direct, more accurate, or more concise (for directions, see p. 53):

1. Although the canal is not used to any extent for shipping, as was anticipated, it is used a great deal for power.

2. Architecture, which is perhaps not as extensive in knowledge as law and as high as medicine, is by far larger in extent of operations, wider in resources, and richer in resources than any other professional field.

3. There is another reason for the need of a subway in Chicago, and this is for public safety.

4. In many cases, the patron's idea of there being ammonia in the ice was caused merely from the peculiar taste of the distilled water.

5. The most important uses of industrial alcohol, so far as the farmer is concerned, are those included in heating and illumination.

6. The invention of electricity made such things possible as the telephone and the telegraph.

7. The treasurer must also be honest, for honesty is one of the prime requisites for this position.

8. By eliminating the waiters, the management is able to prepare the food at a lower price.

9. A public utility company, by having a proper record of its cost of operation, will not furnish its service at rates which are so low as to invite eventual financial disaster.

10. Although the machine is small, it has seventy-two keys with a number on each key.

11. The lake is our same old Lake Michigan, but a great deal different from the surroundings at Chicago.

12. My curiosity prompted me to ask what this machine was, and was informed that it was a Neostyle, or in other words something like a mimeograph.

13. All street cars and elevated lines run directly to the park, so that the mere reason of its accessibility should attract people to this place.

14. The causes of many boiler troubles are from careless attention given to the feeding of boilers.

15. Men and women who feel the need of the betterment of their educational training have taken advantage of the opportunities offered by the School of Commerce.

16. After years the hills of sand settle, resulting in a growth of trees on them.

17. Many of our large concerns are buying and storing away many millions of dollars' worth of woolens. By this operation, the woolens are released at the most opportune moment, when prices are highest.

18. The courtesy of the clerks in waiting on their customers makes shopping in this store not merely a tiresome duty to be performed in the shortest possible time, but a pleasure.

19. As a result of the constant activity of these civic committees, constant exposures of fraud come to light.

20. As this is the first order that you have placed with our concern, we are more than glad to have you handle our products.

21. First we started to make parts for guns, then parts for aeroplanes and ships.

22. The chief cause for dirt in an engine is from the fuel.

23. The entire acreage is well drained, and allows all superfluous water to be disposed quickly.

24. Some customers are very sensitive if their names are misspelled.

25. The gun-cotton is packed in a thin zinc or copper case and is placed in the shell either by the bases or the heads of the shell being removable.

CHAPTER VII

GRAMMATICAL CORRECTNESS

AGREEMENT OF SUBJECT AND VERB

G 1. Be sure that a verb and its subject agree in number.

The elementary principle that a verb must agree in number with its subject is simple and, in itself, offers no difficulty. Errors are frequently made in applying the principle, however, because the writer mistakes the wrong word for the subject, or because the subject is of a form which he does not analyze correctly. Especial care should be taken in the following constructions:

a. Intervening Words between the Subject and the Verb. When there are words intervening between the subject and the verb, the careless writer sometimes makes the verb agree with the nearest noun instead of with the real subject.

Wrong: The *ingenuity* of American business men and chemists *have* already overcome many of these difficulties.

Right: The *ingenuity* of American business men and chemists *has* already overcome many of these difficulties.

b. The Subject Following the Verb. When the subject follows the verb, instead of preceding it, be sure that the verb agrees with the subject.

Wrong: In this prospectus *is* given the *security*, *rate* of interest, and *terms* of payment.

Right: In this prospectus *are* given the *security*, *rate* of interest, and *terms* of payment.

Wrong: The stereoscope consists of a frame in which *is* mounted two prismatic *lenses*.

Right: The stereoscope consists of a frame in which *are* mounted two prismatic *lenses*.

After the expletive *there*, the verb is singular if the subject—which follows the verb—is singular; plural, if the subject is plural.

Right: There *was* an unavoidable delay in printing the reports.

Right: There *were* unavoidable delays in printing the reports.

c. Expressions like *One of the Best.* In a relative clause following expressions such as *one of the best, the first of many*, and the like, the verb is plural, for the relative clause refers to the class as a whole, not to the one member of the class.

Wrong: One of the greatest *questions* that *is* before the American people is the problem of freight rates.

Right: One of the greatest *questions* that *are* before the American people is the problem of freight rates.

d. Expressions Introduced by *Together With, As Well As, In Addition To, After.* Connectives like *together with, as well as, in addition to*, and *after*, do not affect the number of the subject. The verb agrees with the word or words to which the expression introduced by these connectives is affixed.

Wrong: The *cheapness* of the article, together with its durability, *make* it very desirable.

Right: The *cheapness* of the article, together with its durability, *makes* it very desirable.

Wrong: A *report* of the meeting, as well as a list of the new officers, *are* printed on the third page.

Right: A *report* of the meeting, as well as a list of the new officers, *is* printed on the third page.

Note. These expressions make a subject which, from one point of view, is plural in meaning. Thus in the first sentence above, there are two features which make the article desirable; but the fact that the writer chose the form *together with* shows that he wanted to emphasize the *cheapness*. He did this by making that the subject and putting the other idea into a modifying phrase. To carry out this emphasis, the verb is made singular to agree with this single word. He might have said, "The cheapness of the article *and* its durability *make* it very desirable," in which case the plural verb would have been correct. By doing this, however, he would have sacrificed the emphasis on *cheapness*.

e. *None.* After *none* used as the subject, either a singular or a plural verb may be employed; the choice depends on the meaning.

Right: *None* of the members have arrived.

Right: *None* of the sugar was spilled.

Some writers always use a singular verb after *none*. This is the older practice and is still correct, but it is being supplanted by the one given above.

f. *Either—Or, Neither—Nor.* With a compound subject whose members are connected by *either—or, neither—nor*, a singular verb is used if the separate units are singular; a plural verb if the units are plural.

Right: Either the *pen* or the *paper is* (not *are*) defective.

Right: Neither the *officers* nor the *men were* responsible.

When one member of the subject is singular and the other is plural, the verb is usually made to agree with the nearer noun.

Right: Neither the *car* nor the *occupants were* injured.

However, it is generally better to avoid this construction by a recasting of the sentence: "*Both* the car *and* the occupants were uninjured."

g. Compound Subject Connected by *And*. A compound subject whose members are connected by *and* takes a plural verb.

Right: *Rapidity* and *accuracy* in using this machine *are* acquired only by constant practice.

h. *Each, Every, Everybody, Anybody.* When one of the pronouns *everybody, anybody, everyone, anyone,* and the like, or a word or series of words introduced by *each* or *every,* is used as the subject, the verb is singular (compare Sec. **D 14 a**).

Right: *Everybody* in the audience *was* (not *were*) cheering wildly.

Right: *Every* man, woman, and child *is* (not *are*) invited to be present.

i. Collective Nouns. In a sentence having a collective noun as the subject, the general rule is that a singular verb is used when the group is regarded as a unit; a plural verb when the action involves the individual members of the group.

Right: The committee *has refused* to consider the amendment.

Right: The committee *are requested* to invite their friends.

Right: The jury *is* in session.

Right: The jury *are* unable to agree on a verdict.

This rule, however, is not strictly observed. The tendency is to use the singular verb except in cases where it is obviously illogical. Thus, in the last sentence above, the singular verb *is* would be permissible; but in the second, *is requested* would not express the exact idea.

j. Singular Subject and Plural Predicate Noun (or Vice Versa). When the subject is singular and the predicate noun is plural, or vice versa, the verb agrees with the subject, not with the predicate noun.

Right: The best time for sleep *is* (not *are*) the three hours before midnight.

Right: Our many successful graduates *are* (not *is*) the best evidence of the quality of the work offered by this school.

Exercise in Section G 1

See that each verb is in proper agreement with its subject.

1. The size of these ingots vary with the size of the mold and the use for which they are intended.
2. One of the features which makes Chicago a pleasant place to spend the summer is the proximity of Lake Michigan.
3. The surface car line on Twenty-sixth Street, together with the Douglas Park Elevated service, furnish ample transportation for this neighborhood.
4. The company realizes this fact, and are using this means of reducing the labor turn-over.
5. The material is placed in piles, and the rain and sun is allowed to beat upon it for three months.
6. The security of principal and interest are thoroughly safeguarded, as the amount of the loan is only about half of the total value of the property.
7. This condition has not been improved, although generation after generation have continued to struggle on the same soil.
8. Both the front and the rear of the car is protected by steel spring bumpers, which is only one of several accessories that has been added by the owner.
9. Behind the clump of trees was a small house and a barn.

CASE OF PRONOUNS

G 2. Be sure that the case of a pronoun is the one called for by the use or function of the pronoun in the sentence.

The nominative case is used when the pronoun is the subject of a finite verb, or a predicate noun (pronoun) after a finite verb.

The objective case is used when the pronoun is the direct or indirect object of a verb, the object of a preposition, the *subject* of an infinitive, or a predicate noun following an infinitive which has a subject in the objective case.

A pronoun in apposition has the same case as the noun with which it belongs.

Special care should be taken with the following constructions, in which mistakes are frequently made:

a. Object of a Preposition. The object of a preposition is in the objective case.

Right: This is a matter to be settled between you and *me* (not you and *I*).

Right: This book was intended for John and *me* (not John and *I*).

Right: This duty devolved upon *us* (not *we*) younger employees.

b. Subject of an Infinitive. The subject of an infinitive is in the objective case.

Right: They expect *him* and *me* (not *he* and *I*) to return at once.

Right: It will be necessary for Mary and *me* (not Mary and *I*) to go this afternoon. (*Mary* and *me* are the subjects of the infinitive *to go*, not the objects of the preposition *for*. The entire infinitive phrase, *Mary and me to go this afternoon*, is the object of the preposition.)

Right: Let's *you* and *me* (not *you* and *I*) find it. (*You* and *me* are in apposition with *us*, the subject of the infinitive *to find*. *Let's* is a contraction of *Let us*.)

c. Predicate Pronoun Following the Infinitive *To Be*. A predicate pronoun following the infinitive *to be* is in the objective case, if the infinitive has a subject. The predicate pronoun has the same case as the subject (see the preceding section).

Right: I took this *man* to be *him* (not *he*).

Compare the following sentence:

Right: This *man* appears to be *he* whom the voters have selected.

Here *he* refers to *man*, the subject of the finite verb *appears*. They are both in the nominative case. The infinitive has no subject.

d. Predicate Pronoun Following a Finite Verb. A predicate pronoun (predicate noun) following a finite form of the verb *be* (*is*, *was*, *were*, *am*, etc.) is always in the nominative case.

Right: It is *I*. That is *he*. It was *they* who were mistaken.

e. Pronouns after *Than* and *As*. *Than* or *as* is followed by the nominative or the objective case, according to the meaning of the sentence.

Right: My brother is older than *I*. (Subject of the "understood" verb *am: than I am.*)

Right: You must obey your father as well as *me*. (Object of the "understood" verb *obey: as well as you obey me.*)

These constructions are elliptical; the test for determining the correct case of the pronoun is to complete the sentence by filling in the omitted part, as shown in the examples above.

f. Interrogative Pronouns. Be sure that an interrogative pronoun has the proper case form.

Right: *Whom* (not *who*) do you want. (Object of the verb *want.*)

Right: *Whom* (not *who*) did you wish to see? (Object of the infinitive *to see.*)

Right: *Whom* (not *who*) did you ask for? (Object of the preposition *for.*)

Right: *Who* (not *whom*) do you think will be there? (Subject of the verb *will be.*)

Right: *Whom* (not *who*) does he consider to be the most efficient? (Objective case, subject of the infinitive *to be.*) (See note in the following section.)

Relative Pronouns

G 3. The case of a relative pronoun depends upon the use of the pronoun in its own clause, not upon the case of its antecedent.

Compare the following sentences, in which the nominative and objective cases, respectively, are correctly used. In both sentences the antecedent is in the nominative case:

This is he *who* came yesterday. (Subject of *came.*)

This is he *whom* you saw. (Object of *saw.*)

Study the following sentences:

Right: He was a man *who* (not *whom*) we thought was honest. (Subject of the verb *was.*)

Right: He was a man *whom* we thought to be honest. (Objective case, subject of the infinitive *to be.*)

Right: Give the package to *whoever* (not *whomever*) comes for it. (Subject of the verb *comes*; the entire relative clause is the object of the preposition *to.*)

Right: Give the package to *whomever* you see. (Object of the verb *see.*)

Note. Parenthetical expressions, such as *I believe, we thought, he said,* and the like, should be carefully watched, for they frequently lead to confusion in the case of pronouns.

Possessive Case of Nouns Indicating Inanimate Objects

G 4. As a general rule, do not use the possessive case of nouns indicating inanimate objects. Instead, use a phrase introduced by *of*.

Not Good: The *building's* windows were protected by iron bars.

Right: The windows *of the building* were protected by iron bars.

Not Good: The *tree's* branches were broken.

Right: The branches *of the tree* were broken.

Exceptions. In certain expressions the use of the possessive case of nouns indicating inanimate objects is permissible:

(1) In expressions denoting measure or extent (time, cost, and the like): *a penny's worth, an hour's time, two weeks' wages, a boat's length.*

(2) In certain other idiomatic expressions of various sorts: *the sun's heat, the water's edge, for pity's sake, the earth's surface, at his wit's end, the cannon's mouth.*

There is also a growing tendency to use the possessive case of words such as *city* and *country,* and the names of particular cities, countries, and the like: *the city's shame, his country's call, England's navy, Russia's vast resources, Cook County's quota.*

This practice, however, should not be extended too far. In most instances, an "of-phrase" is preferable: the mayor *of Chicago,* rather than *Chicago's* mayor.

Possessive Case before a Gerund

G 5. A noun or pronoun preceding a gerund which is used as the object of a preposition should preferably be in the possessive case.

Not Good: We had not heard of *him* being in town.

Improved: We had not heard of *his* being in town.

Not Good: He objected to the *janitor* having a key to the office. (This might mean that he objected to the particular janitor who had a key to the office.)

Improved: He objected to the *janitor's* having a key to the office.

Questionable: There is a law against a *man* carrying a concealed weapon.

Improved: There is a law against a *man's* carrying a concealed weapon.

Note. Even good writers do not always follow this rule to the letter. If the objective case does not cause an awkward or ambiguous construction, they sometimes use that form instead of the possessive.

If the noun names an inanimate object, and cannot therefore be used in the possessive case (see Sec. G 4), it is generally advisable to change the construction.

Not Good: He had not heard of the *work* being finished.

Improved: He had not heard that the work was finished. (The form "He had not heard of the *work's* being finished" is not good.)

Exercise in Sections G 2-G 5

Supply the correct form from the words enclosed in parentheses, and give your reasons.

1. He thinks that there is a secret understanding between you and (I, me).
2. His brother is not as strong as (he, him).

3. The candidate (who, whom) the committee endorsed has been elected.
4. You must give a warm welcome to (whoever, whomever) comes.
5. (Who, whom) do you think made the mistake?
6. (Whoever, whomever) you send will be welcome.
7. The superintendent selected (we, us) boys to do the work.
8. I will buy from (whoever, whomever), in my opinion, offers the best bargain.
9. This society helps those people (who, whom) its investigators find are in need.
10. (Who, whom) do you think the manager will appoint?
11. (Who, whom) will you go with?
12. We were later than (they, them).
13. (Who, whom) does he consider to be best fitted for the position?
14. This prize is intended for (whoever, whomever) the committee thinks is the best speaker.
15. This man is (he, him) (who, whom) the voters have selected.
16. We had not heard of the (father, father's) being ill.
17. One reason for the (book's) success (of the book) is its interesting style.
18. The (state's) credit (of the state) has never been better.

TENSE

The more common tense forms in the active voice, indicative mood are as follows (only the first person is given):

Present:	I think (am thinking).
Past:	I thought (was thinking).
Future:	I shall think (shall be thinking).
Present Perfect:	I have thought (have been thinking).
Past Perfect:	I had thought (had been thinking).
Future Perfect:	I shall have thought (shall have been thinking).

The most frequently used forms of the infinitive and the participle are:

Present Infinitive: to think.
Perfect Infinitive: to have thought.
Present Participle: thinking.
Past Participle: thought.
Perfect Participle: having thought.

Sequence of Tenses

G 6. Observe the correct sequence of tenses.

Wrong: If he *cannot* come, he *would* let you know.

Right: If he *cannot* come, he *will* let you know.

Right: If he *could* not come, he *would* let you know.

Wrong: The work *was* easy, as the factory *is* equipped with modern labor-saving machinery.

Right: The work *was* easy, as the factory *was* equipped with modern labor-saving machinery.

a. In Indirect Discourse and Clauses of Purpose. In indirect discourse and in clauses expressing purpose, a past tense in a main clause usually requires a past or a past perfect tense in the subordinate clause.

Right: They said that they *would* be here next week (not *will*).

Right: We thought that they *were* coming tomorrow (not *are*).

Right: He bought the house so that he *might* have a home in his old age (not *may*). (Compare "He *is buying* the house so that he *may* have a home in his old age.")

Exception. In indirect discourse, when the subordinate clause expresses a universal truth, the verb is in the present tense.

Right: He said that air *is* lighter than water.

b. Past Perfect Tense. The past perfect tense should be used when it is needed to place one past action definitely before another past action.

Not Clear: I heard that John *was* in town. (Is he still in town?)

Clear: I heard that John *had been* in town.

Not Clear: He felt tired, for he *walked* twenty miles that day.

Clear: He felt tired, for he *had walked* twenty miles that day.

When no ambiguity results, the past tense is frequently substituted for the past perfect.

Right: The troops *surrendered* before the reinforcements arrived (instead of *had surrendered*).

Present Perfect Tense

G 7. The present perfect tense should never be used to refer to a definite point of time in the past.

Wrong: He *has finished* the work last week.

Right: He *finished* the work last week.

Wrong: Until two months ago, the business of the company *has been* flourishing.

Right: Until two months ago the business of the company *was* flourishing.

Wrong: After the war there *have been* many minor quarrels between these countries.

Right: After the war there *were* many minor quarrels between these countries.

The present perfect tense always places an action somewhere in a period which has the present as one of its limits—which extends up to *now*. Notice, therefore,

that if in the last example *after* is changed to *since*, the present perfect is the correct tense.

Right: Since the war, there *have been* many minor quarrels between these countries (that is, from the time of the war up to *now*).

Tense of Infinitives and Participles

G 8. In using infinitives and participles, be sure that the tense form expresses the correct time relation.

a. Perfect Infinitives. A perfect infinitive should be used only when the action expressed by the infinitive is antecedent to the action indicated by the main verb.

Wrong: We meant *to have called* your attention to this matter.

Right: We meant *to call* your attention to this matter.

Wrong: He fully expected *to have been* in the office today.

Right: He fully expected *to be* in the office today.

Right: I am sorry *to have troubled* you (that is, I am sorry now to have troubled you some time previously).

b. Present Participles. Do not use a present participle to indicate an action antecedent to the action expressed by the main verb.

Wrong: He has been with the company for twenty years, *entering* its employ in 1900.

Right: He has been with the company for twenty years, *having entered* its employ in 1900.

Wrong: The paper *being* corrected, we returned it to the instructor.

Right: The paper *having been* corrected, we returned it to the instructor.

Exercise in Sections G 6-G 8

Give the proper tense forms in the following sentences:

1. When we hired them, they were considered (to be, to have been) reliable.
2. This procedure (was, has been) followed in every case that arose during the Civil War.
3. The plans (being, having been) carefully prepared beforehand, the work now proceeded smoothly.
4. He prophesied that the company (will, would) fail before next Christmas.
5. I am glad (to have, to have had) this opportunity to speak to you.
6. We hoped (to be, to have been) present at the meeting.
7. He knew that truth (is, was) sometimes stranger than fiction.
8. The travelers were hungry, although they (ate, had eaten) a hearty breakfast that morning.
9. Since his promotion, he (made, has made) a number of important changes in the department.
10. They (visited, have visited) the city several times last week.

MOOD

G 9. Distinguish carefully between the uses of the indicative and the subjunctive moods.

The following table shows the important differences in form between the subjunctive and the indicative moods in the verb *be*, the verb in which the greatest variation in form exists:

Present Tense		*Past Tense*	
Subjunctive	*Indicative*	*Subjunctive*	*Indicative*
(If) I be	I am	(If) I were	I was
(If) you be	You are	(If) you were	You were
(If) he be	He is	(If) he were	He was
(If) we be	We are	(If) we were	We were
(If) you be	You are	(If) you were	You were
(If) they be	They are	(If) they were	They were

In the other tenses the forms are, for all practical purposes, identical.

In all verbs except *be*, the only significant difference in form occurs in the third person, singular number, present tense. Here the verb *have* takes the form *have* in the subjunctive, *has* in the indicative; and every other verb drops the *-s* in the subjunctive.

Subjunctive	*Indicative*
(If) he have	He has
(If) he think	He thinks

a. Conditions Contrary to Fact. In a condition contrary to fact or in a wish, the subjunctive mood is used. In these cases the only mistake that is likely to be made is the use of *was* for *were;* in all other verbs the indicative and the subjunctive moods have the same form in the past tense.

Wrong: If I *was* you, I would go at once.

Right: If I *were* you, I would go at once.

Wrong: If the director *was* in his office, you could see him.

Right: If the director *were* in his office, you could see him.

Wrong: I wish that he *was* here.

Right: I wish that he *were* here.

Notice that although *were* is called the past tense of the verb *be*, it indicates a condition in present or future time. To indicate a condition contrary to fact in past time, the past perfect tense is used: "If he *had been* there, the accident would not have occurred."

b. Conditions Not Contrary to Fact. In a present condition not contrary to fact, either the indicative or the subjunctive mood may be used. The indicative is the more common form.

Right: If that *is* (or *be*) the case, he will come.

Right: If the train *is* (or *be*) late, he will not be at the meeting.

In a past condition not contrary to fact, the indicative mood is used.

Right: If he *was* tardy, he must take the consequences.

c. With Words Expressing Command, Necessity, etc. With words expressing command, necessity, and the like, either the subjunctive form is used, or a verb-phrase containing the auxiliary *shall* or *should* is substituted for it. The indicative mood should not be used.

Right: It is necessary that the work *be* (or *shall be*) finished before we leave (not *is*).

Right: The judge commanded that the prisoner *be* (or *should be*) brought into court.

Right: It is essential that the operator *make* (or *shall make*) the connections quickly and accurately (not *makes*).

d. After *As If* and *As Though*. After *as if* and *as though* use the subjunctive *were*, not the indicative *was*.

Right: He looks as if he *were* tired (not *was*).

Exercise in Section G 9

Give the correct form of the verb and tell why it is correct.

1. It was essential that the plan (was, be) accepted at once.
2. If that (is, be) true, he will be late.
3. If that (was, were) true, he would be sorry.
4. The man ate as if he (was, were) hungry.
5. If he (was, were, had been) at home yesterday when you called, he would have seen you.
6. I wish that this book (was, were) more interesting.
7. If she (was, were) at the party last night, I know that she was in good company.
8. If she (saw, had seen) the accident, she would have told you about it.
9. If I (was, were) in your place, I would go at once.

SHALL AND *WILL; SHOULD* AND *WOULD*

G 10. Distinguish between the uses of *shall* and *will*, *should* and *would*.

(1) The most important distinction to be made in the use of these words is as follows:

For expressing simple futurity, *shall* (*should*) is used in the first person; *will* (*would*) in the second and third persons.

For expressing determination on the part of the speaker, *will* (*would*) is used in the first person; *shall* (*should*) in the second and third persons.

Simple Futurity	*Determination on the Part of the Speaker*
I shall (should)	I will (would)
You will (would)	You shall (should)
He will (would)	He shall (should)
We shall (should)	We will (would)
You will (would)	You shall (should)
They will (would)	They shall (should)

Right: I *shall* drown; he *will* not help me (simple futurity).

Right: I *will* drown; he *shall* not help me (determination).

Right: In that case, I *should* drown; he *would* not help me (simple futurity).

Right: In that case, I *would* drown; he *should* not help me (determination).

(2) For expressing strong determination on the part of the person doing the action, *will* (*would*) is used in all persons.

Right: I (you, he) *will* persist in talking, in spite of the warning.

Right: I (you, he) *would* go, although the danger was obvious.

(3) For expressing habitual action, *would* is used in all persons.

Right: Every morning I (you, he) *would* walk two miles.

(4) In simple conditional clauses and for expressing duty in the sense of *ought to*, *should* is used in all persons.

Right: If I (you, he) *should* object, the plan would be changed.

Right: I (you, he) *should* go at once.

Note. In conditional statements expressing *willingness* or *consent*, *would* is used in all persons.

Right: If I (you, he) *would* help, the matter could be settled easily.

(5) When direct discourse is changed to indirect discourse, a *shall* or *will* in the original statement is regularly retained, in spite of the change in persons. Proper sequence of tenses, however, may require that *shall* be changed to *should*, or *will* to *would* (see Sec. G 6 a).

Right: He says that I *shall* not take the risk. (Direct, "You *shall* not take the risk.")

Right: He says that he *shall* work until noon. (Direct, "I *shall* work until noon.")

Right: He says that he *will* go if he can. (Direct, "I *will* go if I can.")

Right: They said that they *should* be pleased to help you. (Direct, "We *shall* be pleased to help you.")

Exception. To express simple futurity in indirect discourse *shall* (*should*) is used with the first person, regardless of what word was employed in the direct form.

Right: He thinks that I *shall* fail. (Direct, "You *will* fail.")

(6) In questions the form that is expected in the answer is used.

Right: *Shall* I come? (You *shall* come.)

Right: *Shall* you be there? (I *shall* be there.)

Right: *Will* you do it? (I *will* do it.)

Right: *Shall* he go? (He *shall* go.)

Right: *Will* he come today? (He *will* come today.)

Exercise in Section G 10

Supply the proper form:

1. I (shall, will) expect to see you tomorrow.
2. We (shall, will) go if we are needed.
3. He (should, would) do it in spite of our protests.
4. I (shall, will) be there, I suppose.
5. We (should, would) be pleased to have an early reply.
6. I (should, would) say that you are responsible.
7. You (shall, will) find the letter on the desk.
8. We (shall, will) be glad to get the order.

ADJECTIVES AND ADVERBS

G 11. Do not confuse adjectives and adverbs.

a. An Adjective for an Adverb. An adjective should not be used for an adverb.

Wrong: This machine for bending wood works very *satisfactory*.

Right: This machine for bending wood works very *satisfactorily*.

Wrong: A heavy gas diffuses *slower* than a light gas.

Right: A heavy gas diffuses *more slowly* than a light gas.

Frequent mistakes are made in the use of the following words:

Adjective	*Adverb*
good	well
bad	badly
real	really, very
previous to	previously to, before
some	somewhat, a little

Right: He can write as *well* as you can (not *good*).

Right: The boys behaved very *badly* at the meeting (not *bad*).

Right: I feel *very* happy over the election (not *real* happy—see p. 190).

Right: The injured man is *somewhat* better today (not *some*).

Right: He walks *a little* every day (not *some*).

Right: *Before* the election, the candidate made many promises (not *previous to* the election—see p. 190).

Note. Well is in correct use as an adjective in sentences like "The sick boy is almost *well*."

In certain brief commands the short form of the adverb may be correctly used instead of the form ending in *-ly*.

Right: Drive *slow*. Come *quick*.

Slow and *quick* are legitimate adverbial forms (see the dictionary), and are not to be regarded as adjectives in sentences of this sort. When the comparatively weak syllable *-ly* is omitted, the command has a stronger ending and is thus more emphatic. Notice that when an emphatic command is not expressed the regular form is used.

Right: They drove *slowly* down the street (not *slow*).

Right: He came *quickly* when he heard the outcry (not *quick*).

b. Adverb or Predicate Adjective. After certain verbs such as *smell, look, taste, feel, sound, stand, sit*, and the like, an adjective is used if the modifier describes the subject; an adverb, if it shows the manner in which the action indicated by the verb is performed.

Right: The prisoner looked *sullen* (describes the subject).

Right: The prisoner looked *sullenly* at the floor (shows the manner in which he looked at the floor).

Right: The troops stood *firm* as the enemy approached (describes the condition or attitude of the troops).

Right: In addressing the ball, the golfer should stand *firmly* on both feet (shows the manner of standing).

Notice the correct use of the adjective in the following examples:

Right: The rose smells *sweet* (not *sweetly*).

Right: His voice sounded *shrill* (not *shrilly*).

Right: This peach tastes *bitter* (not *bitterly*).

Right: The cake looks *good*.

Right: The audience sat *silent* for a moment.

Note. In some instances either an adjective or an adverb may be used, with little difference in meaning: for example, "The moon is shining *bright*," or "The moon is shining *brightly*." The former emphasizes the appearance of the moon; the latter, the manner of its shining.

Exercise in Section G 11

Some of the following sentences are incorrect; others are correct. Point out the faults and give the proper forms.

1. During the month previous to the election, he spent much of his time in studying the needs of the city.
2. He has shown himself to be real interested in the reform movement.
3. After the first day the clerk found his work to be some easier than he had anticipated.
4. Our progress became slower as we neared the summit of the mountain.
5. The patient was not feeling so good when the last bulletin was issued.
6. He had been in the consular service previous to his emigration to America.
7. The weather looks favorable for the big picnic which is to take place tomorrow.
8. You must learn to act quicker in an emergency.
9. Time passes much slower when we are idle.
10. The prisoner will look differently after he has been shaved.

EXERCISE IN CHAPTER VII

Some of the following sentences are correct. In those which are not, point out the mistakes and make the corrections.

1. We were all disappointed at science's failure to discover a remedy.
2. Previous to this time brick and stone had been used exclusively for building purposes.
3. It is very important that a factory is located near the source of raw materials.
4. He had hoped to have had the house completed by the first of May.
5. Business conditions are some better this month than they were in January.
6. All these things require thought and study, for it is essential that the proper persons are selected for the positions.
7. The Democratic party has been overwhelmingly defeated in the recent election.
8. The hair from cattle, wool from sheep, and bristles from hogs is used in making various articles.
9. The cloth will feel differently when it is dry.
10. There seems to be some difference of opinion as to who should receive the medal.
11. The fact that these patterns on the tips of the fingers are distinctive and characteristic, make them an ideal means of identification.
12. He is a man whom we always thought would make a success as a public speaker.
13. Each of the witnesses was closely questioned by the lawyers for the defense.
14. The next part of the machinery to be described are the brine pumps.
15. This book is one of the most interesting that has appeared on the subject.
16. Since the first of the month twelve firms on State Street were forced into bankruptcy.
17. This firm requires that a duplicate of the order is left with the customer by the salesman.
18. Each of these types of motors are designed for a particular kind of work.

19. Neither of the reports are entirely satisfactory, but the committee will accept them.

20. In all other respects this machine works similar to a cash register.

21. On each surface is cut two narrow slots about six inches in length.

22. The trouble between the president and I began when he tried to criticize my work.

23. When the car is going slow, the vibration is almost negligible.

24. On the desk was a typewriter, a small card index, and some catalogues.

25. The automobile's popularity has increased rapidly in the past four years.

26. If the house was not so old, the rent would be much higher.

27. It is necessary to approximate this answer as near as possible.

28. After reading the book, he objected to it being included in the course of study.

29. The excellent binding of the book, together with its clear type and beautiful illustrations, make it especially suitable for a holiday gift.

30. There is no man in his department who knows as much about this subject as him.

31. As a matter of fact, if this treaty was signed, it would involve us in endless European entanglements.

32. If the package was left in the train, there is little chance of you recovering it.

33. Do you know of anyone whom you could spare more easily than him?

34. The committee is unwilling to have their names appear in this report.

35. Give a little man a uniform and brass buttons, and he will act as if he was the biggest man in the community.

36. Of course, the supply of many of these articles, especially certain drugs, have been exhausted, and many we shall be unable to obtain until after the war.

37. About six million cubic yards have been excavated during last July, and this was only a beginning.

38. The speeds obtainable at the spindle varies from ten to three hundred revolutions a minute.

39. This manuscript is almost a thousand years old, being written in the middle of the tenth century.

40. He would have been glad to have done the work cheaper, but he was not able to do so.

41. He was able to swing the solid vote of his precinct to whomever the ward organization thought would be a "safe" candidate.

42. The inducement of free trial and free samples are becoming more widely used every day.

43. At the intersection of the two main streets stands the city hall, the library, and the post office.

44. This glove's finish is unusually good.

45. This lather stands up richly and thickly and holds its moisture until the shave is finished.

46. It is estimated by the government authorities that there were enough coal on hand to last six weeks.

CHAPTER VIII

DICTION

THE STANDARD OF GOOD USE

In general, a word is in good use if it is employed by all or the majority of good, present-day writers. Good use is not the same as common use, for if the latter were to be taken as the standard, then expressions like *ain't* and *I seen* would obviously be proper. It is the *general sanction of good writers* that entitles a word to a place in the legitimate vocabulary.

The standard of good use is not fixed. Words are continually passing from the realm of unauthorized diction, into the fringe of respectability, and thence into the fellowship of authorized words. If a word is really needed, if it expresses an idea more accurately and effectively than one already accepted, it will eventually make its way into the standard vocabulary in spite of the opposition of too-zealous purists. It is proper, however, that a new word shall be placed on probation and prove its worth before it is accepted, for only in this way can the language be saved from chaos. And while it is on trial, the safe rule for the average writer is not to use it.

PROPER MEANINGS OF WORDS

H 1. Do not use words in a sense not sanctioned by good use. Mistakes are frequently made in the following classes of words:

(1) Words which are somewhat similar in appearance but are different in meaning: as, *affect, effect; credible, credulous; exceptional, exceptionable.*

Wrong: They finally *affected* a compromise.

Right: They finally *effected* a compromise.

Right: The cold air *affected* his throat.

(2) Words which have the same general meaning, but differ in shades of meaning—one having a special connotation not present in the other: as, *noted, notorious; enormity, enormousness.*

Wrong: He was *notorious* for his good deeds.

Right: He was *noted* for his good deeds.

Right: He was *notorious* for his evil deeds.

(3) Words loosely used in a sense different from the generally accepted meaning: as *aggravate* (for *annoy*), *balance* (for *remainder*), *claim* (for *maintain*).

Loosely Used: He was *aggravated* by the child's crying.

Improved: He was *annoyed* by the child's crying.

Correct Use of *Aggravated:* The disease was *aggravated* by the damp night air.

(4) The unauthorized use of one part of speech for another:

Verbs made from nouns: *to suicide* (for *to commit suicide*), *to suspicion* (for *to suspect* or *to regard with suspicion*), *to gesture* (for *to make gestures*), *to enthuse* (for *to show enthusiasm*).

Nouns made from verbs or adjectives: *an invite* (for *an invitation*), *humans* (for *human beings* or *people*), *a steal, a try.*

Adjectives used as adverbs: *first-rate* (for *well*), *real* (for *very* or *really*).

Prepositions used as conjunctions: *like* (for *as* or *as if*).

Not Good: An unknown man *suicided* at the Station Hotel today.

Improved: An unknown man *committed suicide* at the Station Hotel today.

Not Good: All *humans* are subject to these changes of fortune.

Improved: All *human beings* (or *persons*) are subject to these changes of fortune.

(5) Ungrammatical forms: as, *ain't, I seen, dove* (as the past tense of *dive*).

Wrong: He *dove* into the water.

Right: He *dived* into the water.

(6) Illogical word-formation: as, *irregardless.*

Wrong: He will finish the work *irregardless* of the consequences.

Right: He will finish the work *regardless* of the consequences.

THE EXACT WORD

H 2. Choose the word that exactly expresses your idea. Do not be satisfied with a word that only approximates the idea.

Examples of words that are often loosely used are:

Thing (for almost any object or idea).

Nice (as a general term of approbation: a *nice* time, a *nice* dinner).

Proposition (for *plan, proposal, scheme, device, problem, difficulty,* and a host of others).

Indefinite: Tennis is a *thing* that appeals to the young man.

Improved: Tennis is a *sport* that appeals to the young man.

Indefinite: He made a *nice* speech to the employees.

Improved: He made an *instructive* (*helpful, interesting, friendly*) speech to the employees.

a. Specific Words. Specific words are more expressive than general words.

General: Above the desk was a *picture* of a *building.*

Specific: Above the desk was an *etching* of *Westminster Abbey.*

COLLOQUIALISMS

H 3. Some expressions which are allowable in familiar conversation—and, to a reasonable extent, in informal writing—are to be avoided in serious writing.

Examples of colloquialisms are: *fix* (for *repair*), *a lot of* (for *many*), *to take stock in* (as, "I don't *take any stock in* what he says"), *mad* (for *angry*), *be back* (for *return*), *fellows* (for *friends*), *out loud* (for *aloud*).

Colloquial: He will *be back* in time for the convention.

Standard: He will *return* in time for the convention.

a. Contractions and Abbreviations. As a general rule, contractions and abbreviations should be used sparingly, if at all, in formal writing: as, *ad* (for *advertisement*), *'phone* (for *telephone*), *prof* (for *professor*), *exam* (for *examination*), *auto* (for *automobile*).

Colloquial: The *ad* has been discontinued.

Standard: The *advertisement* has been discontinued.

Contractions like *haven't* and *doesn't* are proper and even desirable as colloquialisms.

SLANG

H 4. Slang should not be used in serious writing.

up to you	to size up	down and out
to get by with it	a stunt	corking
a hunch	bunk	going some
put it across	up in the air	all in

HACKNEYED EXPRESSIONS

H 5. Avoid hackneyed expressions—expressions that have been worn threadbare by constant repetition.

fill a long felt want	the weaker sex
sumptuous repast	the fair sex
satisfy the inner man	conspicuous by its absence
dead as a door nail	the green-eyed monster
launched into eternity	brave as a lion
too full for utterance	method in his madness
too numerous to mention	bathed in tears
at one fell swoop	beggars description
hungry as a bear	an enjoyable occasion
checkered career	vast concourse of people
wend my way	last sad rites
his better half	each and every

It should be remembered that any expression, no matter how picturesque it may have been originally, loses its effectiveness through constant use.

POMPOUS OR AFFECTED DICTION

H 6. Avoid pompous or affected diction.

There is no objection to a long word simply because it is long. There is no virtue in a short word simply because it is short. But if two words, one long and the other short, will express an idea equally well, the short one is usually preferable.

Pompous: Yesterday I *witnessed* two newsboys fighting for a penny.

Improved: Yesterday I *saw* two newsboys fighting for a penny.

Pompous: Last week we *inaugurated* a new checking system.

Improved: Last week we *started* a new checking system.

a. Foreign Words. As a general rule, foreign words should not be used if there are adequate English equivalents.

The frequent use of foreign expressions is a mark of the affectation which sometimes results from a little learning.

Affected: Because of a slight attack of *mal de mer*, I was unable to partake of the *pièce de résistance* which the *garçon* placed before me.

Improved: Because of a slight attack of *sea-sickness*, I could not eat the *beef pie* which the *waiter* placed before me.

IDIOM

H 7. Do not violate the requirements of English idiom.

Idiom requires that certain words shall be used together. The reason is often unexplainable; in fact, there is generally no reason other than that usage has established the form. Distinctions in idiom have to be "felt," not analyzed. The following constructions need to be watched:

(a) Certain words are followed by an infinitive; others by a gerund or gerundive phrase.

Wrong: He is *capable to go.*

Right: He is *capable of going.*

Right: He is *able to go.*

Wrong: They *enjoy to sing.*

Right: They *enjoy singing.*

Right: They *like to sing.*

(b) With many adjectives, *very* may be used alone; with others—especially with past participles—*very much*, *very well*, and similar combinations are required (see Glossary, p. 192).

Wrong: I am *very* contented.

Right: I am *very well* contented.

Right: I am *very* happy.

(c) Different prepositions are associated with certain words in different connections.

Right: I agree *with* you.

Right: I agree *to* your proposal (not *with*).

Right: Compare this coat *with* yours (not *to*).

Right: He was free *from* his troubles (not *of*).

MIXED FIGURES OF SPEECH

H 8. Avoid mixed or incongruous figures of speech.

Confused: A new leaf is to be turned over; every man should put his shoulder to the wheel and all pull together.

Improved: A new policy is to be adopted; every man should put his shoulder to the wheel and all push together.

Confused: Let us put our hands to the plow and climb the ladder of success.

Improved: Let us put our hands to the plow and finish this work.

Confused: Golf now occupies the seat of honor as the national game of America.

Improved: Golf now has the honor of being the national game of America. (Or) Golf is now the national game of America.

AWKWARD COMBINATIONS

H 9. Avoid awkward combinations of words, syllables, and letters. The ear should be trained to detect harsh combinations of this sort.

Awkward: This attachment slides in the slot between the slabs on the top.

Improved: This attachment moves in the slot which is between the plates forming the top.

Awkward: An important factor enter*ing* the shipp*ing* is the pack*ing*.

Improved: An important factor in shipping is the method of packing the goods.

Awkward: This method enables the business man to foretell the trend of business *activity accurately approximately* four months ahead.

Improved: This method enables the business man to foretell accurately what the trend of business will be for approximately the succeeding four months.

A GLOSSARY OF FAULTY DICTION

H 10. Avoid the faulty diction shown below:

Above. To be used sparingly as an adjective; it is properly an adverb or a preposition. Questionable: The *above* statement is true (*above mentioned, foregoing,* or *preceding* is preferable).— The following use is correct: "The room *above* is for rent"; here *above* may be regarded as the equivalent of a phrase *above this one.*

Accept, except. *Accept* means *to receive, to take. Except* means *to throw out, to reject.*

Advise. Properly means *to give counsel* or *advice.* Use sparingly as a substitute for *say, tell, inform.* Questionable: He *advised* us that the goods had been lost. Better: He *informed* us that the goods had been lost.

Affect, effect. *Affect* means *to have some influence on. Effect* means *to accomplish, to bring about some definite result.* Correct: The sunlight *affected* his eyes. Correct: The physician *effected* a cure.—The verb *effect* is correctly used when *accomplish* can be substituted for it. *Affect* is never a noun.

Aggravate. Means *to make worse, to increase in severity.* It should not be used for *annoy,* or *irritate.* Incorrect: His insolence *aggravated* me (use *annoyed* or *made me angry*). Correct: The cold air *aggravated* his disease.

Ain't. A branded outlaw. Never to be used. *Isn't* is the correct abbreviation for *is not; aren't,* for *are not.*

All the farther, all the higher. Incorrect for *as far as, as high as,* etc. Incorrect: This is *all the farther* we went. Correct: This is *as far as* we went.

Amount, number. *Amount* refers to bulk or mass; *number* to individuals or units. "A large *amount* of sugar; a large *number* of cars."

And etc. *Etc.* is the abbreviation for *et cetera,* meaning *and others. Et* is the Latin word for *and;* hence do not use *and etc.* That would mean *and and others.*

Anxious. In serious writing, *anxious* should be reserved for the expression of real anxiety; it is not to be used as a synonym for *eager* or *desirous.* Incorrect: I am *anxious* to meet him. Correct: I am *eager* to meet him (or) I *should like* to meet him.

Any. Not to be used alone as an adverb in expressions like "Does he sing *any?*" Use *at all* or an equivalent expression. *Any* may be used as an adverb in connection with another adverb: as, "Does he sing *any more?*" or as a pronoun or pronominal adjective: "I haven't *any* money."

Anybody else's, anybody's else. Both are correct. *Anybody else's* seems more natural.

Any place, every place, some place. Not to be used as adverbs instead of *anywhere, everywhere, somewhere.* Correct: I couldn't find him *anywhere* (not *any place*).—The expression "I couldn't find him in *any place* where I looked" is correct; here *place* is a noun, object of the preposition.

Anywheres, everywheres, somewheres. Incorrect for *anywhere, everywhere, somewhere.* Drop the final *s.*

Approach. A pompous and indefinite substitute for *speak to, appeal to, ask, consult,* and the like. Choose the simpler and more direct statement. "We *spoke to* (or *consulted with*) the manager about this plan" is better than "We *approached* the manager about this plan."

As. Not to be used for *that* in a noun clause. Correct: I don't know *that* he can come (not *as*).

A ways. An ungrammatical combination of the singular article *a* and a plural noun. Use *a way.* Correct: He lives *a* long *way* from here (not *a* long *ways*).

Awfully, dreadfully, terribly. Not to be used in serious writing for *very.* Inaccurate: I'm *terribly* glad to see you (use *very*).—If you must use these words in this sense, restrict them to the platitudes of conversation.

Balance. Carries the idea of *equilibrium,* of the actual *balancing* of one thing against another. Not to be used in general writing as a substitute for *remainder, the rest,* and the like. Correct: The *remainder* of the day was devoted to golf (not *balance*).—It is correctly used in commercial expressions like the *balance on the books,* the *balance in the bank,* and similar ones.

Beg. To be avoided in expressions like "We *beg* to say," "We *beg* to advise," and others of similar nature. This faulty use is especially common in business letters. *Beg* is allowable in certain statements where real deference or regret is expressed: as, "I *beg* to differ with you."

Between. Correctly used in referring to two objects; for more than two, *among* is preferable. "A discussion *between* two members; a discussion *among* all the members."

Blame it on. Not to be used. Incorrect: They *blamed it on* me. Correct: They *blamed me* for it. (Or) They laid the *blame on me.*

Bursted. The past tense and past participle are *burst.* Correct: The pipe has *burst* (not *bursted* or *busted*).

But what. Incorrect in expressions like "I don't know *but what* you are right." Correct: I don't know *but that* you are right.—A simple rule is this: Do not use *but what* unless *but that which*

can be substituted for it. Correct: I have said nothing *but what* I believe (*but that which* I believe).

Can, may. *Can* denotes *ability, power.* It should not be used for *may* to denote *permission.* Incorrect: *Can* I go? (use *may.*)

Cannot help but. An illogical combination of two correct idioms. Not good: I *cannot help but* feel sorry for him. Correct: I *cannot help* feeling sorry for him. I *cannot but* feel sorry for him.

Can't hardly. An incorrect double negative: I *can't hardly* read this letter. Correct: I *can hardly* read this letter.

Can't seem. To be avoided. Not good: I *can't seem* to recall the incident. Correct: I don't recall the incident. (Or) I *seem unable* to recall the incident.

Claim. Properly used only when there is a distinct idea of demanding what is one's own. Not a substitute for *maintain, contend,* or *say.* Correct: He *claimed* one half of the estate. Not good: He *claimed* that the report had been tampered with (use *contended, maintained,* or some equivalent expression).

Complected. Not to be used. Not good: He was dark *complected.* Correct: He was dark *complexioned.* (Or) He had a dark *complexion.*

Data. A Latin plural form (singular *datum*). Strictly speaking, it should be used as a plural noun: "*These* data *are* reliable." The singular *datum,* however, is now rarely, if ever, used in the sense of a *fact,* and *data* is thought of as a collection of facts. It would seem, therefore, that there is some justification for the growing tendency to regard the word as singular in nature, though not in form, and to use it in expressions like "*This* data *is* reliable."

Different than. *From,* not *than,* is used after *different.* Incorrect: This book is different *than* yours. Correct: This book is different *from* yours.

Directly. Not to be used for *as soon as.* Correct: I will confer with you *as soon as* I get to the office (not *directly*). Correct use: He went *directly* to his room.

Disregardless, irregardless. Not legitimate words. The suffix *-less* conveys the negative idea; hence the prefixes *dis-* and *ir-* are superfluous. Say "*regardless* of conditions," not "*disregardless* (or *irregardless*) of conditions."

Don't. An incorrect contraction for *does not.* Correct: He *doesn't* care (not *don't*). Correct: They *don't* care (a contraction of *do not*).

Dove. The past tense of *dive* is *dived,* not *dove.* Correct: He *dived* into the water (not *dove*).

Due to. Much overworked as a substitute for *because of* or *on account of.* Avoid, as a general rule, expressions like: "*Due to* a misunderstanding, I did not meet him" (say "*Because of* a misunderstanding"). A safe rule to follow is this: Use *due to* only after some form of the verb *be.* Correct: My failure to meet him was *due to* a misunderstanding.

Equally as. Not to be used for *just as.* Incorrect: This lesson is *equally as* difficult as that one (use *just as*).

Except. See *Accept.*

Expect. Carries the idea of *looking into the future;* not a synonym for *suppose* or *think.* Inaccurate: I *expect* he is at home (use *suppose* or *think*).

Favor. Not to be used as a substitute for *letter* in expressions like "Your *favor* of July 15 has been received" (use *letter*).

Fewer, less. *Fewer* refers to units or individuals; *less* to bulk or mass. Correct: *fewer* pennies; *less* money.

Fine, nice, grand, splendid, glorious, elegant. In serious writing do not use these words to express general approbation: as, a *fine* time, an *elegant* dinner. Reserve them for places where they accurately convey your thought. Their more accurate meanings are as follows: *Fine*—delicate, excellently made: as, a *fine* watch, a *fine* piece of silk. *Nice*—accurate, discriminating: as, a *nice* adjustment, a *nice* distinction. *Grand*—conveys the idea of largeness and magnificence: as, a *grand* estate. *Splendid*—shining, brilliant: as, *splendid* moonlight. *Glorious*—somewhat like *splendid,* but adds the idea of color: as, a *glorious* sunset. *Elegant*—emphasizes the idea of refinement, propriety: as, an *elegant* gown.

First, firstly. *First* is both an adjective and an adverb. In a series the customary forms are *first, secondly, thirdly;* or *first, second, third. Firstly* is an adverb, but is now seldom used.

First rate. Properly an adjective; not in approved use as an adverb. Correct: He is a *first-rate* bookkeeper. Not good: He writes *first rate* (use *well*).

From hence, from thence. *Hence* means "*from this* place"; *thence* "*from that* place." *From* is therefore incorrectly used with these words.

Funny. Properly means *laughable, droll.* Do not use as a synonym for *odd, unusual.* Correct: I saw an *unusual* funeral today (not *funny*).

Guess. Means *to leap to a conclusion* without recourse to logical processes of thinking. Not a synonym for *suppose* or *think.* Not good: I *guess* I won't go.

Had better, had rather. Correct in sentences like "You *had better* come at once." "I *had rather* ride than walk."

If. Questionable when used for *whether* to introduce a noun clause. Doubtful: Let us know *if* you can come. Better: Let us know *whether* you can come.

In back of. An awkward substitute for *behind.* Not good: The barn is *in back of* the house. Better: The barn is *behind* the house.

Irregardless. See *Disregardless.*

Kind of, sort of. Not to be used before an adjective in the sense of *rather.* Not good: I feel *kind of* weary (use *rather*).—These expressions are correct before a noun: This *kind of* book; this *sort of* man.

Kind of a, sort of a. The *a* is superfluous. Say "this *kind of* apple," not "this *kind of an* apple."

Later on. The *on* is superfluous. Correct: I will see you *later* (not later *on*).

Leave, let. Never use *leave* in the sense of *allow.* Very bad: *Leave* me get the book. Correct: *Let* me get the book.

Less, Fewer. See *Fewer.*

Liable, likely. *Liable* and *likely* both convey the idea of probability. *Liable,* however, is used only when there is a probability that something disagreeable or unpleasant will happen. Correct: It is *likely* to be a pleasant day (not *liable*). Correct: It is *liable* to rain tonight.—In the latter sentence *likely* could also be used, for it is broad enough to cover the meaning of *liable.*

Lie, lay. The principal parts are *lie, lay, lain* (*lying*, present participle); *lay, laid, laid* (*laying*, present participle). The verbs of the first group do not take an object; those of the second have an object. Correct: The book *lies* on the table. The book *lay* on the table yesterday. The book has *lain* on the table all week. The book is *lying* on the table. Correct: He *lays* the book down. He *laid* the book down. He has *laid* the book down. He is *laying* the book down.

Like, as, as if. *Like* is equivalent to a preposition and is followed by a noun or pronoun used as its object. It should not be used as a conjunction to introduce a clause. Correct: He looks *like* a tramp. Correct: I did the work *as* you directed (not *like*). Correct: You act *as if* you were tired (not *like*).

Lots of, a lot of. Colloquial, to be avoided in serious writing. Use *considerable, many, a large amount of, a number of*, and similar expressions. Colloquial: He had *lots of* friends. Better for writing: He had *many* friends.

Most, almost. *Most* means *in the highest degree; almost* means *nearly*. They are not interchangeable. Not good: I am *most* ready (say *almost* or *nearly*). Correct: He was *most* happy to see me (meaning *happy in the highest degree*).

Negotiate. One may negotiate the sale or purchase of something large or important: as, "*negotiate* the purchase of Alaska." The word belongs to bombastic commercial jargon when used in connection with a small article: as, "*negotiate* the sale of a pocket knife." Avoid it in this sense.

Nice. See *Fine*.

Nowheres. See *Anywheres*.

Off of. The *of* is superfluous. Correct: He pulled the cloth *off* the table (not *off of* the table).

Partook. "We *partook* of a bounteous repast" is bombastic for "We *ate* a hearty dinner."

Party. A *party* consists of a number of persons. In general writing and speaking, the word should not be used in referring to a single person. Not good: When I met this *party* yesterday, he didn't recognize me (say *man*, or *person*).—In legal documents, such as contracts and the like, *party* is correctly used to mean a single person.

Posted. Not in good use as a synonym for *informed*. Not good: He is well *posted* on this subject (use *informed*).

Previous to. Ungrammatical when used to introduce an adverbial phrase. The correct grammatical form is *previously to*. If that seems stilted, say *before*. Ungrammatical: *Previous to* the war, imports had been increasing. Correct: *Before* the war, imports had been increasing.—*Previous to* may properly introduce an adjective phrase. Correct: The two weeks *previous to your arrival* will not be forgotten. But *before* or *preceding* is usually simpler and more natural.

Prior to. *Before* is simpler, and is usually preferable. See *Previous to*.

Proposition. A much overworked word. Do not use it constantly in place of *plan, proposal, suggestion, scheme*.

Providing. *Provided* is preferable in expressions like, "He will go *provided* he is asked" (not "*providing* he is asked").

Raise, rise. *Raise* is transitive (requires an object); *rise* is intransitive (does not take an object). Correct: He *raised* the window. Correct: He *rose* from his chair.—The principal parts are *raise, raised, raised; rise, rose, risen*.

Raise, rear, bring up. Not good: He was *raised* in Chicago. Better: He was *brought up* in Chicago (or *reared*).—Chickens are *raised;* children are *reared* or *brought up*.

Rarely ever. *Ever* is superfluous. The better form is *rarely* or *seldom*. Not good: An accident of this sort *rarely ever* happens. Better: An accident of this sort *rarely* (or *seldom*) happens.

Real. An adjective, not an adverb. Incorrect: I am *real* glad to be here. Correct: I am *very* glad to be here.—The adverb *really* would also be correct in this sentence, but it expresses a somewhat different meaning.

Regard, Regards. Do not use *regards* (with an *-s*) in the phrases *in regard to* or *with regard to*. Correct: *In regard* to (or *Regarding*) this matter he said nothing.—The expression *as regards* is correct.

Same. Do not use *same* as a substitute for *it, they, them*, and other pronouns. Not good: Please send us the following items and charge *same* to our account. Correct: Please send us the following items, and charge *them* to our account.

Second-handed. Say "a *second-hand* book," a "*second-hand* car" (not *second-handed*).

Seldom ever. Omit *ever*. Correct: This room is *seldom* used (not *seldom ever* used).—The sentence, "This room is *seldom, if ever,* used," is also correct, but the meaning is somewhat different.

Sit, set. *Sit* never takes an object; *set* regularly has an object. Correct: He *sits* in the house all day. Correct: Please *set* the *box* on the floor.—In a few idiomatic expressions *set* is used without an object: as, "The sun *sets* in the west." "Concrete *sets,* or hardens." The principal parts are *sit, sat, sat; set, set, set.*

Size, sized. *Size* is the noun; *sized,* the adjective. Incorrect: I shall need a smaller *size* kettle. Correct: I shall need a smaller *sized* kettle.

So, such. Colloquialisms for *very* in the following sentences: "I am *so* glad to see you." "He is *such* a polite man." To be avoided in serious writing or speaking. These words are correctly used when they are accompanied by an explanatory expression: for example, "He was *so* tired *that he could scarcely walk.*" "There was *such* a noise *that we could not hear the speaker.*"

Some. *Some* is an adjective, not an adverb. The corresponding adverb is *somewhat* or *a little.* Correct: I am *somewhat* worried (not *some*). Correct: He plays the piano *a little* (not *some*).

Sort of, sort of a. See *Kind of, kind of a.*

Subsequent to. Ungrammatical when used to introduce an adverbial phrase. *Subsequently to* is grammatically correct in this construction, but *after* is simpler and therefore preferable. Correct: I did not hear from him *after* July 1 (not *subsequent to* July 1).

Such. See *So.*

These kind, those kind. *These* and *those,* being plural, cannot grammatically be used with the singular noun *kind* or *sort.* Use *this* or *that.* Incorrect: *These kind* of books should not be read. Correct: *This kind* of books should not be read.—"*These* (or *those*) *kinds*" is correct, since both the pronominal adjectives and the nouns are plural.

Transpire. Means *to become known.* It does not mean *to happen* or *to occur.* Correct: It *transpired* yesterday that a merger of the three companies had been effected. Incorrect: A decisive battle *transpired* yesterday.

Underhanded. *Underhand* is the correct form: He resorted to *underhand* methods (not *underhanded* methods).

Very much, very. As a general rule, use *very much, very well,* etc. (not *very* alone) with a past participle. Correct: *Very much excited, very much surprised, very much pleased, very much shaken* (not *very excited, very pleased,* etc.).—With a few past participles, however, which have practically lost their participial nature and have come to be regarded almost as simple adjectives, *very* is used without *much:* as, *very tired.*

While. (a) Properly used to introduce an adverbial clause of time; means *at the same time.* Correct: He studied art *while* he was in Paris. (b) The use of *while* as a substitute for *although* frequently results in ambiguity and should generally be avoided. Doubtful: *While* the report may be true, the conclusions might be expressed more tactfully. Better: *Although* the report may be true, the conclusions might be expressed more tactfully. (c) *While* is to be used sparingly, if at all, between co-ordinate statements. Not good: This building is five stories high, *while* the other is only four (use *and* or omit the conjunction). Not good: He has always been a stanch supporter of a protective tariff, *while* his brother believes that free trade will be the salvation of the country (use *whereas* or omit the conjunction).

EXERCISES IN THE CORRECT USE OF WORDS

I. The following list contains words which are often confused, in most cases because of their similarity in form. Look them up in a good dictionary and carefully distinguish the difference in meaning. Be prepared to use them in sentences.

noted, notorious
healthy, healthful
install, instill
deadly, deathly
exceptional, exceptionable
enormity, enormousness
disinterested, uninterested
plenty, plentiful
liable, likely
observance, observation
admission, admittance
affection, affectation
exceedingly, excessively
ordnance, ordinance

adapt, adopt
valuable, invaluable
proscribe, prescribe
most, almost
contemptible, contemptuous
comprehensive, comprehensible
complementary, complimentary
imposition, imposture
beside, besides
coincidence, incident
continually, continuously
convene, convoke
council, counsel
capital, capitol
demean, debase
formally, formerly
barbaric, barbarous
imply, infer
ingenious, ingenuous
human, humane
statue, statute, stature
irrelevant, irreverent
cannon, canon, (canyon)
later, latter
venal, venial
egoist, egotist
marital, martial
calvary, cavalry
antidote, anecdote
amend, emend
cite, sight, site
persecute, prosecute
apartment, compartment
person, personage
economic, economical
affect, effect
last, latest
distinct, distinctive
accept, except
acceptance, acceptation
avocation, vocation
overlook, lookover
delusion, illusion, allusion
practical, practicable
principle, principal
expatiate, expiate
spacious, specious
few, a few
debar, disbar
womanly, womanish, woman-like
manly, mannish, man-like
respectively, respectably, respectfully
adverse, averse
artisan, artist
credible, credulous, creditable
loose, lose
compose, comprise
imminent, eminent
diary, dairy
monogram, monograph
access, excess
dual, duel
stationary, stationery
rise, raise, rear
luxuriant, luxurious
presently, at present
oblige, obligate
endurable, enduring, durable
willfully, willingly

II. Correct the faulty diction in the following sentences. Some of the words to be corrected are included in the glossary of faulty diction or in the preceding exercise; others have not been previously

discussed. Wherever necessary, consult a good dictionary.

1. The operator must be careful not to leave the bearings get overheated.
2. These people live in log cabins and wear homespun clothes like their forefathers did.
3. Every business man should be thoroughly posted on the requirements of the Federal Income Tax.
4. There is not one of us but what would enjoy this experience.
5. State Street, with its great department stores and numerous small retail shops, is the industrial center of Chicago.
6. The board can be made to set firmly on the ground by driving stakes and spiking it to the same.
7. In Pittsburgh the number of the unemployed is lower than in Chicago.
8. In many respects this school is different than the other evening schools in the city.
9. Another supposition which might have happened is that lightning struck the house and set fire to it.
10. If the battery is let get cold, it will not operate satisfactorily.
11. Explosives are compounds which involve large volumes of heated gases when fired.
12. The employee who attends evening school is more liable to be promoted than the one who spends his leisure time wholly in pleasure.
13. The commission has been trying to affect a compromise between the two factions.
14. We have been advised that the report will be finished by next Monday.
15. Directly we reached the lake, we dove into the cool water.
16. The ship looked like it had encountered a heavy storm during the voyage.
17. All these events happened previous to his return from France.
18. Due to a delay in the mails, the package did not arrive until the week after the holidays.
19. He said that he was most ready to begin work on the foundation.

20. The car has that beautiful and endurable finish which is characteristic of the Jones automobile.

21. This delay is due to the fact that we have been short of material for this particular brand of automobile.

22. The man who handles these letters spends a good deal of his time in answering technical facts.

23. This, of course, is an advantage the mule-drawn cars can never expect to lay claim to.

24. Care should be taken in the selection of the racket, as this is the only tool employed in the game of tennis.

25. Our country would today be minus many of its most prominent citizens if the measure for prohibiting immigration had been passed some years hence.

26. In this case the duty of getting the shipment moving resolves itself upon the traffic manager.

27. The proposed plan of the Chicago Subway is supposed to solve the street car system which the city has long been trying to rehabilitate.

28. This measure would keep the home producer from hiding in back of a strong tariff wall which would enable him to establish monopolies.

29. One of these leaves raises and lowers, and the other is hinged to it.

30. Then the rubber is run through a cracking machine which has two rollers containing rough projections.

31. The railroads claim that they are paying their operating help the maximum amount due to the low freight and passenger rates.

32. These strips must be annealed in order to render to them the proper malleability and elasticity.

33. These citizens have a political, social, and economical effect upon the entire community.

34. The mixing machines are usually stationed next to the store room for raw materials.

35. The building, which is but two years old, consists of the best material and workmanship.

36. The price that I demand for this house is forty thousand dollars cash.

37. The driveway coming in from the highway is encircled with shrubs.

38. In your dreams you have often conjectured an ideal family existence such as you once had back in "God's country."

39. The junior superintendent should be subservient to the superintendent, but at the same time have the happy faculty of putting his own personality strongly into the work.

40. The bowling pins are set up in a triangular form with a six-inch margin between them.

41. The duty of the guard is to prohibit the forwards of the opposing team from throwing the ball into the basket.

42. The society has developed and enhanced until it has outgrown its original purpose.

43. The membership of this association constitutes the representative mercantile, manufacturing, and banking houses in the country.

44. Although not a member of this association, you have been the recipient of its endeavors.

45. The mechanical routine of the work becomes monotonous and unforbearing.

46. The woods by the roadside were infested with song birds, and all of us were as happy as you can imagine.

47. From 1886 to 1895 the more exacting work toward successful wireless communication was done.

48. The tailors and garment makers are continually requesting a shorter working day and better pay.

49. The last banquet given by the club was noteworthy not only for the splendid time the attendants had, but also for the instructive speeches made by the members of the faculty.

50. The publishers of the Journal are proud of the new cover that enshrouds this month's issue.

51. In fact, the reverse of this statement is claimed by the firm.

52. In order that an internal check may be acquired in the department, there should be a systematic distribution of duties among the clerks.

53. The bodies of the victims were exhumed from the pond.

54. It is known that underhanded methods are being used by the radicals to establish their disturbances in our country.

55. Due to the increased cost of living, many people are finding themselves in desperate circumstances.

56. A good American citizen cannot help but appreciate hearing these important subjects discussed.

57. The Bessemer process consists of two large cone-shaped converters in which are heated large quantities of ore.

58. Since the close of the war, now that labor is plentiful, the insolence of the laborers has been greatly mitigated.

59. Some vegetables may be grown in partial shade, while others require plenty of shade.

60. If this work is done willingly, it will be remembered by the party who is benefited by it, and the favor will some day be retaliated.

61. Education is an important asset for the salesman insomuch as it helps to develop the fine points in selling.

62. The second group of qualifications a salesman must fill consists of so-called "Personal Assets."

63. You will not be able to do this if you allow yourself to elapse into a state of inertia.

64. It has been proved that these men caused the strike by spreading rebellious propaganda.

65. The men who do the mechanical work on the Smith car are skilled tradesmen and not merely factory hands.

66. The blankets are made of first-grade materials and betray the finest workmanship in their manufacture.

67. The barn, which is light and well ventilated, will easily room thirty head of cattle.

68. One half of the land can be given to poultry, and the other half dedicated to the raising of feed.

69. This candy is made of large plump almonds, blanketed thickly with a chocolate coating. Fanciful dipping completes the process.

70. This land is particularly suited for poultry raising. The market is near by—almost two miles from it.

71. Experience is essential but not necessary.

72. I was reticent to go to the dance because I didn't know how to dance.

73. The recent Commerce Club smoker over reached all my expectations.

74. The student going to this school always runs chances of finding a good position.

75. The resiliency of the course enables it to meet the requirements of every individual.

76. Not a spark of generosity pervades her nature.

77. In this period of increasing efficiency in business, it is necessary for the employer to use the most capable method of compensating his employees.

78. The great amount of exceptions to the rules at first caused considerable confusion to the students.

79. The prisoner was a light complected foreigner, about thirty years of age.

80. Presently we have an army of over a million men, but this number will soon be reduced.

81. In Germany militarism existed in its worst form, for it had both a large standing army and toleration of army officers.

82. A foreign merchant might confiscate an American trade mark and use it on his own goods.

83. In reply to your letter of the 24th, we beg to advise that your order was shipped yesterday.

84. The same conditions are likely to be found anywheres in the city.

85. We expect a steady market for at least the balance of the week.

86. You will meet those kind of people in every large hotel.

87. We believe that upon examination you will find this machine to be an exceptionable bargain.

88. Our factory is only a short ways from the retail district.

89. I am not particular about paying so much for a pair of gloves.

90. The above statement applies only to members who have not yet paid their monthly assessment.

91. The escaped prisoner is said to be hiding some place in the vicinity of the city.

92. Last week we advised this party that his note was ten days overdue.

93. In his report he don't cover all the essential features of the work.

94. When the officers arrived, the man for whom they were looking was setting near the front window.

95. They left the package laying on the desk in the president's office.

96. On the following day the committee approached the candidate concerning his views on the tariff.

97. The prisoner claims that he was not in the house when the shot was fired.

98. Please advise us what kind of a press you will install in your new factory.

99. We made up these goods as per your specifications.

METHODS FOR IMPROVING YOUR VOCABULARY

H 11. Improving your vocabulary means not only learning to use accurately the words with which you are already acquainted and avoiding the mistakes which are common in careless speech and writing, but also adding new words to your present stock and making yourself as familiar as possible with the rich resources of the English language.

Only in this way can you build a vocabulary that will be broad enough to meet your business or professional needs, and at the same time be adequate for your general writing and conversation.

The building of an adequate vocabulary is not the work of a month or even of a year. The course presented below will make you familiar with various methods for carrying on the study; but the class work alone cannot do much more than get you well started. Apply the methods to other words that you find outside of class—and continue the work after the course is completed.

a. Etymology. Form the habit of looking for the etymology of words. Etymology is concerned with the analysis of a word into its constituent parts and the tracing of its original form and meaning. In the case of numerous English words borrowed from foreign languages—from Latin, Greek, French, and others—the original form and meaning must be traced back to those languages.

The study of etymology reveals the relationship between words that before seemed to have no connection, and frequently enables you to determine, at least approximately, the meaning of an unfamiliar word. And even in instances where the meaning of a word has changed (see the introductory remarks in *Exercises in Etymology*),

a knowledge of its earlier history will give you a feeling of intimacy that makes for accuracy and confidence in its use.

b. Synonyms. Make—and study—lists of words that express the same idea or different degrees and phases of the same idea. This work will not only add new words to your vocabulary, but will also give valuable practice in distinguishing the finer shades of meaning and thus aid you in forming the habit of using the exact word that the thought requires.

c. Reading Good Literature. Begin at once to read each day, or at least two or three times a week, a short passage from some good writer, not for the purpose of getting amusement or information, but with the idea of finding new words. Put down in a note book kept for that purpose each word that is new or only vaguely familiar. Then look up its exact meaning or meanings in a good dictionary. Note also its etymology, pronunciation, and spelling.

d. Browsing in the Dictionary. Make a habit of browsing in the dictionary. Open it at any place and see what it offers. Some of the words that you find may be ignored, for the dictionary contains many technical and obsolete terms which you will probably never have an occasion to use. But on almost every page there will be words which you may profitably add to your vocabulary.

e. Deliberate and Conscious Effort to Use New Words. Finally, whenever or wherever you find a new word, put it to work as soon as possible. Use it every time you get the opportunity—and if an opportunity fails to present itself, make one. A word becomes a habit through use.

EXERCISES IN ETYMOLOGY

In the study of etymology two points are to be kept in mind: (1) the structure of the word, as revealed by analyzing it into its constituent parts; (2) its meaning, including both its original meaning and the changes, if any, which it has undergone.

1. *Structure of Words.* Structurally, a word consists of one or more of the three elements or parts: prefix, root, and suffix. The root is always present, but either one or both of the other parts may be lacking. Roughly speaking, the root gives the basic idea of the word, the prefix shows some particular phase or application of that idea, and the suffix shows the part of speech under which the word is to be classified. For example, take the words *reference, preferred,* and *inferring.* The root *fer-* (from the Latin *fero*) means *to bear.* The prefixes *re-, pre-,* and *in-* express the ideas of *back, before,* and *in* or *into,* respectively. The suffixes *-ence, -ed,* and *-ing* indicate that the words are respectively noun, past participle (or past tense of the verb), and present participle.

2. *Changes in the Meaning of Words.* The original meaning of a word, as shown by its etymology, is frequently retained in its present use: for example, *dejected* (Latin, *de-,* down, and *jacio,* to cast, throw) still means "cast down" in spirit. In other instances, however, a word has partly or completely lost its original significance. Thus, *prevent* originally meant "to come before" (Latin *prae-,* before, and *venio,* to come). The present meaning is developed from the idea of coming to a place before some one arrived, in order to keep him from performing an action.

Books for Reference. Any good dictionary gives the language from which an English word is derived, to-

gether with its form and meaning in that language and usually the prefix and root by means of which it was formed. If the latter information is not given under the word for which you are looking, try another form of the same word. For instance, if you are unsuccessful under *information*, try *inform*.

An interesting study of the etymology of words and the changes in meaning to which they are subject is contained in Greenough and Kittredge, *Words and Their Ways in English Speech*.

I. Lists of Prefixes and Roots

Learn the following prefixes and roots, which are of common occurrence in English words. Give other words in which they are found.

LATIN PREFIXES

Prefix	*Meaning*	*Examples*
a, ab	from, away	avert, abnormal, abduct
ad	to	administer, adhere
ante	before	antedate, anteroom
bene	well	benefactor, benefit
bi, bis	two, twice	bisect, biscuit
circum	around	circumnavigate, circumscribe
com, con, col, cor	together, with	combine, concur, collect, correspond
contra	against	contradict, contrary
de	down, from, off	degrade, dejected
dis	away, general negation	dissatisfy, disrobe
e, ex	out, from	evaporate, exclude, exile
extra	beyond	extraordinary, extravagant
in, im, il, ir	not	infirm, impossible, illegal, irresponsible
in, im	in, into	invade, inmate, impress
inter	between, among	international, interchange

male	bad, ill	malefactor, malpractice
mis	wrong, ill	misfortune, misbehave
multi	many	multitude, multi-millionaire
non	not	nonsense, non-essential
ob, op	against	object, oppose
per	through, fully	pervade, perform, perfect
post	after	postpone, post mortem
pre	before	predict, predestined
pro	for, forward	pronoun, produce, proceed
re	back, again	return, rebound, recur
retro	backward	retrograde, retroactive
se	from	seclude, secede
semi	half	semiannual, semicircle
sub, sup	under	subordinate, support
super	above	superhuman, superior
trans	across, beyond	trans-Atlantic, transfer
ultra	beyond	ultra-conservative
un	not	unable, unpleasing
uni	one	uniform, unify

LATIN ROOTS

The following list of Latin roots is divided, for convenience, into two groups: verbs, and nouns and adjectives. Any root in either list, however, may appear in different parts of speech in English.

Verbs. For each verb, the first form given is the first person, singular number, present tense (*ago*—I do). If only two forms are given, the second is the past participle (*actus*—done). If three are given, the last one is the past participle, and the middle one is the first person, singular number, perfect tense—similar to the present perfect tense in English (*cepi*, I have taken).

Root	*Meaning*	*Examples*
ago, actus	to do	agent, action
amo, amatus	to love	amorous, amateur
audio, auditus	to hear	audience, audible
capio, cepi, captus	to take	captive, capacious
cedo, cessus	to go	recede, procession
credo, creditus	to believe	credible, credit
curro, cursus	to run	current, cursory
dico, dictus	to say	diction, predict

do, datus	to give	donate, data
doceo, doctus	to teach	docile, doctrine
duco, ductus	to lead, draw	conductor, ductile
facio, feci, factus	to make, do	fact, manufacture
fero, latus	to bear	transfer, translate
flecto, flexus	to bend, turn	deflect, flexible
fluo, fluxus	to flow	fluent, influx
jacio, jeci, jactus	to throw	ejaculate, projectile
lego, lectus	to read	legible, lecture
loquor, locutus	to speak	loquacious, circumlocution
mitto, missus	to send	transmit, missionary
moneo, monitus	to warn, remind	admonish, monitor
moveo, motus	to move	move, motion
pello, pulsus	to drive	propel, repulsive
pendo, pensus	to hang	pendant, suspense
pono, positus	to put, place	postpone, position
porto, portatus	to carry	porter, import
scribo, scriptus	to write, draw	inscribe, scripture
sequor, secutus	to follow	sequence, consecutive
specto, spectatus	to look at	inspect, spectator
spiro, spiratus	to breathe	transpire, spirit
sto, steti, status	to stand	state, station
traho, tractus	to draw	tractor, subtract
venio, ventus	to come	convene, advent
verto, versus	to turn	revert, reverse
video, visus	to see	provident, vision
voco, vocatus	to call	convoke, vocation

Adjectives and Nouns. The first word in a group is the nominative case form; the second, the genitive case.

Root	*Meaning*	*Examples*
anima	breath, spirit	animated, inanimate
annus	year	annual, annuity
aqua	water	aquatic, aquarium
brevis	short	brevity, abbreviate
caput, capitis	head	capital, decapitate
cor, cordis	heart	cordial, concord
corpus, corporis	body	corpse, corporation
cura	care, attention	cure, curator
dens, dentis	tooth	dentist, indent
fides	faith, trust	fidelity, confidence

frater	brother	fraternal
lex, legis	law	legal, legislation
liber	book	library
liber	free	liberty, liberal
locus	place	location, locomotion
lumen, luminis	light	luminous, illuminate
lux, lucis	light	lucid, translucent
manus	hand	manual, manufacture
mater	mother	maternal
mens, mentis	mind, intellect	mental, demented
novus	new	novelty, renovate
nox, noctis	night	nocturnal
pater	father	paternal
pes, pedis	foot	pedal, pedestrian
terra	earth	terrestrial, territory
urbs, urbis	city	suburb, urban
velox, velocis	swift	velocity
veritas	truth	verify, verity

COMMON GREEK ROOTS AND PREFIXES

Root or Prefix	*Meaning*	*Examples*
anti	against	antidote, anti-slavery
aster	star	astronomy, astral
auto	self	automobile, autograph
chrono	time	chronometer, chronology
cyclo	circle	bicycle, cyclone
dynam	force, power	dynamo, dynamite
eu	well	eulogy, euphony
graph	write	graphic, telegraphy
logos	word, discourse	chronology, astrology
metro	measure	meter, chronometer
mono	one, alone	monologue, monoplane
pan	all	pan-American, panacea
phone	sound	phonograph, telephone
tele	afar	telephone, telegraph

II. Words for Analysis

Without consulting a dictionary, pick out the root and prefix (if there is a prefix) for each word in the following

list. Give the meanings of the root and prefix. You now have the original or basic idea expressed by the word. After this, if you are not familiar with the word, look it up in the dictionary and find its present meaning. If the latter is different from the original, try to trace the steps by which the change took place.

contract	interpose	distraction	animal
consequence	emissary	prospect	pendulum
transaction	superannuated	convocation	divert
eject	prescription	interdependence	subsequent
dependent	colloquial	dislocate	composition
reference	legitimate	conjecture	antecedent
intervene	intercede	perfect	aqueduct
portable	preference	doctor	precursor
protracted	manuscript	retract	auditor
convert	secure	factory	subscribe
inference	conspirator	interjection	incorporate
component	luminiferous	constant	reflect
promote	pedestal	circumspect	dismiss
premonition	emit	novice	benediction
velocipede	conference	deduct	confluence
reversion	fraternize	supervisor	status
collocation	reinstate	subterranean	inspiration
persecute	impede	perception	phonology
appendix	discursive	graphite	education

III. Some Interesting Etymologies

Look up the etymology of the following words in an unabridged dictionary. Try to trace the steps through which the word passed in reaching its present meaning. For instance, our word *focus* is from the Latin *focus*, meaning a hearth, fireplace. The fireplace in the old fashioned house was the center of the household activities, the meeting place of the family. Then the meaning of the word became generalized, and the term was used to indicate any point where lines, rays of light, heat, etc., meet.

bombast	milliner	tribulation	companion
tawdry	thimble	pandemonium	lunatic
bedlam	precocious	derrick	disaster
maudlin	nice	paradise	saturnine
alphabet	cancel	circus	jovial
capricious	boycott	adieu	halibut
symposium	grocer	pantaloon	academy
dexterous	item	curfew	rival
sinister	recipe	fond	marshal
candidate	cemetery	alarm	steward
cattle	dandelion	daisy	diamond
fee	dunce	miser	good-by
pecuniary	infant	umbrella	humor
peculiar	pen	pretty	bask
equinox	paper	gossip	dahlia
solstice	volume	parlor	macadam
cheat	lady	petroleum	palace
cheap	lord	insect	benedict
money	meander	boudoir	calico
dollar	orient	school	infantry
muslin	sinecure	pantry	gospel

EXERCISE IN SYNONYMS AND NEAR-SYNONYMS

Books for Reference. For most of the important words any good dictionary gives a list of synonyms (sometimes marked *Syn.*) and makes a careful distinction between the meanings of the different members of the group. This distinction is given under only one of the group, the reader being referred to the proper place by some notation like "See ———" under the other words.

The ordinary definitions in a dictionary are usually too general to be of much value in distinguishing the nicer shades of meaning.

Lists of synonyms will be found in F. S. Allen, *Synonyms and Antonyms.* This does not define the words,

but is useful in suggesting possible substitutes for a given word.

Lists of Synonyms and Near-Synonyms.

Each group in the following list consists of words which express different shades of the same meaning. In some instances the difference is so slight that the words are practically interchangeable. In most cases, however, there is an appreciable difference. Point out the differences carefully; then use the words in sentences. Add other related words, where you are able to do so.

hope, expect
expect, suppose, guess
vice, crime
leisure, idleness
knowledge, wisdom, erudition
avenge, revenge
character, reputation
eminent, prominent
talent, genius
pride, vanity, arrogance
criticism, censure
invention, discovery
wit, humor
possible, probable
indifferent, callous
alleviate, relieve
courage, fortitude
politician, statesman
resign, abdicate
dismay, appal
convince, persuade
less, fewer
many, much
number, amount
belief, faith
affectation, hypocrisy
fantastic, grotesque
refrain, desist
reply, retort
new, novel
peevish, irritable
amateur, novice, tyro
excite, incite
gaudy, showy
spurt, spout
timber, lumber
puerile, juvenile
abstinence, temperance
nightly, nocturnal
patient, passive
treachery, treason
expose, disclose
author, writer
rhetoric, grammar
witness, see
ignorant, illiterate
intelligent, educated
professor, instructor
atheist, agnostic
legal, legitimate
skillful, cunning
paternal, fatherly
student, pupil
liquor, liquid

justify, extenuate
ambiguous, equivocal
fragrant, aromatic
defend, vindicate
cynical, pessimistic
industrial, commercial
accumulate, amass
facsimile, copy
frugal, thrifty, stingy, miserly
acquaintance, comrade, associate, friend
beautiful, handsome, pretty, exquisite
accident, disaster, catastrophe, calamity
zeal, enthusiasm, fanaticism
pity, sympathy, condolence
antiquated, obsolete, obsolescent
accomplice, colleague, helper, partner
impertinence, impudence, incivility, insolence, officiousness
active, brisk, bustling, energetic
employee, workman, laborer
examination, inspection, scrutiny, survey
evident, obvious, apparent
akin, identical, alike, similar
brief, concise, pithy, terse
anger, exasperation, petulance, rage, resentment
fear, alarm, terror, horror
laughter, merriment, derision, levity, mockery
imitate, mimic, mock, ape
pleasure, delight, happiness, joy
abundant, adequate, generous, lavish, plentiful
miscellaneous, confused, discordant
undertake, endeavor, attempt, strive
jeer, sneer, taunt, scoff
lead, precede, direct
earlier, previous, preliminary
catch, clasp, clutch
cajole, coax, inveigle, lure
sullen, surly, gruff, crabbed, sulky
enduring, lasting, permanent, perpetual, eternal
daring, rash, reckless, foolhardy
inaugurate, begin, commence
inquisitive, inquiring, prying, peeping, meddlesome
rebellion, revolution, revolt, insurrection, mutiny
circle, coterie, clique
amicable, friendly, cordial, polite, civil
destroy, annihilate, decimate

work, labor, toil, drudgery
march, stalk, pace, parade
business, profession, vocation, occupation, job
salary, fee, wages, pay
advise, notify, state, say
announce, proclaim, promulgate
attend, accompany, escort
reprove, rebuke, upbraid, berate
damp, dank, moist

CHAPTER IX

MECHANICAL DETAILS

PUNCTUATION

In the following pages the rules of punctuation are presented under the different marks: comma, semicolon, and so on. The purpose is to furnish a summary which can be used for quick reference in the writing and correcting of themes.

For class study, a detailed discussion of the more important phases of punctuation is given in Appendix A. The notations "(see p. ——)" refer to that discussion.

The Comma

K 1. The comma is regularly used:

(1) To separate main clauses of medium length when they are connected by *and*, *but*, *or*, or *nor* (see p. 236).

The copy will be ready for the printer in about two weeks, and the proofs should reach you before the first of the month.

(2) To set off phrases and subordinate clauses: (a) in inverted order (see p. 239), or (b) in natural order if they have a remote connection with the context (see p. 242).

(a) *After the general plan has been approved by the committee,* it will be time to discuss the details.

(b) We found them at the entrance of the railway station, *waiting for us to come.*

(3) To set off non-restrictive phrases and clauses (see p. 244).

Quebec, *which is the capital of the province*, is an interesting city.

(4) To separate: (a) co-ordinate members of a series of words, phrases, or clauses (see p. 249); or (b) the parts of a long compound predicate (see p. 251).

(a) You will find *pen*, *ink*, and *paper* on the desk.

(b) The committee *has been* at work since the beginning of last year, *and has made* a number of important reforms.

(5) To set off words in apposition (see p. 250).

The factory, *a large brick structure*, was destroyed.

(6) To separate a declarative statement from a question following it (see p. 251).

The book is interesting, *isn't it?*

(7) To set off mildly parenthetical statements, conjunctive adverbs, independent adverbs, and words in direct address (see pp. 252 ff.).

This conclusion, *you must admit*, is not logical.

His honesty, *however*, has never been questioned.

Frankly, I do not like the plan.

This report, *gentlemen*, is unfair.

(8) To set off the second member of a "split" construction, unless the members are short and closely connected. A "split" construction is one in which two prepositions or verbs, separated by intervening words, have a common object or modifier.

For years he was interested *in*, and intimately associated *with*, various charitable organizations.

The carriage was *preceded*, as well as *followed*, by guards.

A reception was held *before* and *after* the program (short and closely connected).

(9) To set off contrasted words and phrases

I gave the book to him, *not to you.*

If the negative element in the contrast is placed first, it is usually preceded, as well as followed, by a comma.

He was defeated, *not because he was over confident,* but because he was over trained.

(10) To indicate the omission of a word or words, unless the connection is very close.

The first book costs eight dollars; *the second, six; the third, four.*

In England this fuel is known as petrol; *in America, as gasoline.*

One brother is a lawyer, *and the other a physician.* (Close connection—no punctuation.)

(11) To separate: (a) a name from a following title; (b) the parts of a geographical name or an address; (c) the parts of a date; (d) the groups in a bibliographical reference.

(a) John R. Adams, Superintendent. F. R. Brown, A. B., Ph. D.

(b) He was born in Lexington, Kentucky, in 1869.
His address is 248 Linden Street, Canton, Ohio.

(c) The law was passed on May 1, 1920, without opposition.
In April, 1652, the first settlement was made.

(d) W. Stubbs, *The Constitutional History of England,* Vol. 1, p. 248. (Or I, 248.)

(12) *General Rule.* A comma must be used at any place in a sentence where it is needed to prevent confusion from the running together of groups, or to separate groups which make an awkward combination when they are not punctuated.

For the *French, Canadian* soldiers have the highest respect.

Because of *this, friendship* is impossible.

The exterior of the house was shabby, and *within, the rooms* were bare and cheerless.

For *him, his father* had arranged a surprise.

Whatever *is, is* right.

The Semicolon

K 2. The semicolon has three uses:

(1) To separate two main clauses which are not connected by *and, but, or,* or *nor* (see p. 237).

Fifty laborers are needed at once; without them the work cannot be completed on time.

No word had been received from headquarters; nevertheless, the colonel ordered the regiment to advance.

(2) To separate two long or remotely connected main clauses, even though they are connected by *and, but, or,* or *nor*—especially if they contain commas (see p. 236).

According to the latest reports, he has spent the last ten years in India, China, and Japan; and he is now preparing to make an extended trip through South America and the islands of the South Pacific.

(3) To separate the members in a series of long subordinate clauses or phrases—and even in a series of short phrases or clauses if they contain commas.

If you find any defect due to faulty material or workmanship in this machine; if it does not fulfill our claims for efficiency and economy in operation; if you do not find it satisfactory in every respect—then you may return it at our expense and your initial payment will be refunded.

The company consists of *Miss Adams, pianist; Miss Brown, vocalist; and Miss Phelps, reader.*

The semicolon is used only between elements of equal rank. It is not to be employed between a main clause and a subordinate element which belongs to that clause.

The Colon

K 3. The colon is used:

(1) To indicate explanation or enumeration (see pp. 237 and 246-7).

The boy was weary: *he had been tramping all day.*

He had one serious fault: *namely, he could not write legibly.*

They invited only two men: *the manager and his assistant.*

We agreed on the following arrangement: *the first car was to leave at ten o'clock, and the others were to start at twenty-minute intervals.*

(2) To introduce a long, formal direct quotation (see p. 247).

Concerning this matter, Mr. Bryce says: "*A further consequence of this habit is pointed out by one of the most thoughtful among American constitutional writers.*"

(3) To separate numbers indicating the time of day: *12:45 P. M.*

(4) To mark the salutation in a letter: *Dear Sir: Gentlemen:* (Sometimes a dash is placed after the colon (*Dear Sir:*—), but this is not necessary.)

In social correspondence, some writers prefer the comma instead of the colon, because it seems less formal: *Dear John,*

The Dash

K 4. The dash is used:

(1) To indicate a break or unexpected change in thought.

He is selfish, unscrupulous, unprincipled—*but why say more?*
He began his professional career with bright hopes and brilliant prospects; and at the age of fifty, he retired—*to the poor-house.*

(2) To indicate an unfinished statement or halting speech.

"You surely don't think—", I began.
"I—I called to speak with you—about a matter," he replied.

(3) To separate from its context a long introductory series of phrases or subordinate clauses, or even a short series when it is intended to be emphatic.

That he has been negligent in attending to his duties; that he is lacking in the qualities necessary for an executive; that he has willfully disregarded instructions—all these charges have been brought against the manager.

Wealth, power, position—these are the things he sought.

(4) To set off especially emphatic expressions in the following constructions (see pp. 251 and 253): (a) a series of words; (b) words in apposition; (c) adjectives following a noun; (d) parenthetical expressions:

(a) The captain was a brave, experienced—*but reckless* leader.
(b) The speaker—*a typical tourist in tweeds*—had arrived that morning.
(c) The manager—*anxious, white-faced, and thin-lipped*—waited for the foreman to appear.
(d) This statement—*I know you will agree with me*—is unfair to the employees.

(5) To set off an enumeration or explanation in a "bridged" construction (see p. 248).

His first statement—*namely, that the company is now free from indebtedness*—is incorrect.

The three principal causes of crime—*intemperance, poverty, and ignorance*—must be removed.

The Period

K 5. The period is used:

(1) At the end of a declarative or an imperative sentence.

They will come tomorrow.
Bring me the package.

(2) After an abbreviation.

He was born in Brooklyn, N. Y., in 1845.
What is the meaning of *etc.*?

Notice that the period after an abbreviation is followed by any other mark that is needed in the sentence.

The Question Mark and The Exclamation Point

K 6 a. The question mark, or interrogation point, is used:

(1) After an interrogative sentence or question of any sort.

Did you find the book?
What? You surely don't mean that.
"Will you come at once?" he asked.

(2) After a doubtful statement—to indicate uncertainty as to its correctness. In this case the mark is enclosed in parentheses.

He was born in Ohio in 1864 (?). (The date is uncertain.)

b. The exclamation point is used after an exclamatory word or sentence.

Look! See how they run!

Parentheses and Brackets

K 7 a. Parentheses are used:

(1) To enclose a parenthetical expression that is remotely related to the context (see p. 253).

This matter (*I hope you will pardon my referring to it again*) must be settled now.

In this construction, many writers prefer dashes.

(2) To enclose a parenthetical statement included in another parenthetical statement set off by dashes.

This play—it was written by my friend Ayton (*you will remember him*)—has had a long run.

(3) To enclose various explanations, references, directions to the reader, and the like.

In the next year (1905) two changes were made.

The intake valve (Fig. 3, b) is at the bottom of the cylinder.

The subject of taxes (see Chapter V) should be carefully reviewed.

The book was published in New York (?) in 1885. (The place of publication is uncertain. See K 6 a.)

b. Brackets are used to enclose anything added to a direct quotation—anything that was not in the original statement.

"He [Napoleon] was not accustomed to defeat," said the historian.

c. Punctuation Before and After Parentheses and Brackets. When an expression is enclosed in parentheses, do not use other marks of punctuation unless they would be required if the parenthetical expression were not present.

Wrong: This criminal, (*I feel justified in calling him that*), is a menace to society.

Right: This criminal (*I feel justified in calling him that*) is a menace to society.

Right: When we discussed this theory in a preceding chapter (*see p. 37*), we saw the fallacy in it. (If the parenthetical expression were absent, a comma would be placed after *chapter*, to set off the adverbial clause before the subject. See **K 1 (2)**.)

A mark of punctuation which refers only to the parenthetical matter is placed inside the last parenthesis; one which refers to the rest of the sentence is placed outside the parenthesis. This rule applies also to brackets.

This system is now obsolete. (*It came into use in 1860.*)

Security of principal is also important (*see Chapter XV*).

Quotation Marks

K 8. Quotation marks are used as follows:

(1) To enclose direct quotations.

"I can come at once," he replied.

Note. With indirect quotations the marks are not used:

He replied that he could come at once.

(2) To enclose: (a) words used in a "different" sense; (b) slang; (c) technical words.

(a) An army "eagle" must undergo rigorous training.

(b) This reporter's "stuff" was always in demand.

(c) For "justifying" a line of type an "en-quad" may be used.

Note. Quotation marks are sometimes used to enclose words spoken of as words; names of ships; and titles of books, plays, and the like.

The word "affect" is often misused.

The steamer "Emperor of Japan" is in port.

Bryant's "Thanatopsis" was studied next.

Most writers, however, prefer italics in these cases—see note under K 11 (3).

a. "Broken" Quotations. When a quotation is divided by an expression like *they replied*, each of the parts is enclosed by a separate set of quotation marks.

"This time," he replied, "you must not fail."

"The car is waiting," he said. "Are you ready?"

"Where are they?" he inquired. "They promised to be here."

"You do not know," the boy answered; "and I will not tell you."

Study carefully the punctuation in the preceding examples. Note that:

A comma follows the first part unless a question mark or an exclamation point is required by the sense.

A comma, a period, or a semicolon follows the interpolated expression, the choice depending on the closeness of relation between the two parts of the quotation. A period is almost always used when the first part ends with a mark other than a comma.

b. Quotation Within a Quotation. A quotation within a quotation is enclosed in single quotation marks.

She replied, "You should know the meaning of the word 'meticulous' by this time."

c. Quotation Covering More Than One Paragraph. When a quotation covers more than one paragraph, quotation marks are placed at the beginning of each paragraph, but at the end of only the last one.

d. Position of Quotation Marks with Reference to Other Marks.

(1) The period and the comma should be placed inside the quotation marks.

The boy replied, "You know the answer."
"This work," he continued, "is too difficult."

(2) Every other mark is placed inside the quotation marks when it belongs only to the quoted matter; outside, when it belongs to the whole sentence, part of which is not included in the quotation.

He called, "Come here!"
She couldn't spell a simple word like "their"!
"Did you hear the explosion?" they asked.
What is meant by the "survival of the fittest"?
He said "respectfully"; he meant "respectively."
There are two meanings of the word "thrift": the first is, etc.

THE APOSTROPHE

K 9. The apostrophe is used:

(1) To indicate the possessive case of a noun: *boy's, boys'*.

Note. The apostrophe is not used in the possessive case of any pronoun except the indefinite pronouns like *one, somebody*, etc.

Wrong: The dog had hurt *it's* foot.
Right: The dog had hurt *its* foot.
Right: I heard *somebody's* footsteps.

It's is an abbreviation of *it is:* "*It's* your turn now."

Note. Do not forget the apostrophe in expressions like *a day's journey, a dollar's worth*, etc.

(2) To indicate the omission of a letter or letters in a word, or of figures in a number: *isn't, can't, o'clock* (of the clock), *'18* (1918).

(3) To indicate the plural of letters, figures, symbols, words regarded merely as words, abbreviations, etc.: three *a's;* the *6's;* too many *and's;* the *Ph. D.'s.*

THE HYPHEN

K 10. The hyphen is used:

(1) To indicate the division of a word at the end of a line of written or printed matter.

(2) Between the parts of a compound adjective—that is, a combination of two or more words which form a single adjective unit, or express a single idea—when this combination precedes the noun that it modifies: a *five-mile* walk; *up-to-date* styles; a *so-called* poem; *slow-speed* engines; a *house-to-house* campaign.

The hyphen is not used when expressions equivalent to these compound adjectives are placed elsewhere than before the noun: a walk of *five miles;* the poem is *so called* because, etc.; a campaign made from *house to house.*

(3) Between the parts of a compound noun when the combination seems especially to require the hyphen: *father-in-law,* a *German-American,* the *soldier-poet.*

Note. The hyphen is commonly omitted in compound nouns when the first part of the compound has a function similar to that of an adjective; in this case the parts are written as one word or as two words: *shipyard, workshop, framework; machine shop, lecture room, ticket office.* Usage varies; a given compound noun may be treated by one good writer as a hyphenated word, by another as a single word, and by a third as two words.

(4) Between parts of various words compounded with prefixes, suffixes, and prepositions which have not been thoroughly assimilated into the word: *pre-natal, re-named, non-interference, anti-imperialistic, ante-bellum,*

extra-grammatical, ex-president, ultra-conservative, a *cut-off,* a *blow-out,* a *passer-by.*

Note. When the prefix has become thoroughly assimilated, the hyphen is omitted: *premature, refrain, nonsense, antiseptic.*

(5) Between the parts of cardinal and ordinal numbers: *twenty-five, forty-eight, twenty-fifth, seventy-first.*

(6) Between the parts of fractions when they are used as adjectives and stand before the nouns which they modify: *one-fourth* ounce, *two-thirds* interest, a *five-eighths-inch* bolt.

When used otherwise than as adjectives immediately preceding the nouns that they modify, fractions are not generally hyphenated: *one half* of the population, *one fourth* of an ounce.

ITALICS

K 11. Italics are used in the following cases:

(1) To indicate the title of a book, magazine, poem, musical composition, and the like.

He was reading Smith's *Principles of Forestry* when we arrived

(2) To indicate the names of ships.

The *Adriatic* will sail on Tuesday.

(3) To indicate a word when it is spoken of as a word.

You should insert *and* before the second *which.*

Note. Italics are usually preferable to quotation marks in (1), (2), and (3)—see note under **K 8 (2)**. However, in cases where the title of a magazine article occurs with the name of the magazine, or the title of a chapter with the name of the book in which it is found, the heading of the smaller division is generally put in quotation marks, that of the larger one in italics:

An article on "Business Ethics" will appear in the next issue of *System.*

(4) To indicate foreign words or phrases.

This is an *annus mirabilis.*
This confession is strictly *entre nous,* you understand.

But foreign words that have become naturalized are not italicized, even though they retain their foreign spelling and pronunciation: débris, menu, a priori, per annum, via.

(5) To indicate an emphatic word or phrase.

This is *not* the truth.

SPELLING

K 12. Watch your spelling. Learn to apply the rules given below, and guard against repeatedly misspelling the same words. In case of doubt consult the dictionary.

a. Doubling a Consonant before a Suffix

Words of One Syllable. When a suffix beginning with a vowel is added to a word of one syllable, the last consonant of the original word is doubled if that word contains one vowel; it is not doubled if there are two or more vowels (these vowels may be together, as in *beat,* or separated by the consonant, as in *lope*).

Remember the rule: *One vowel, two consonants; two vowels, one consonant.*

One Vowel	*Two Vowels*
sit, sitting	soak, soaking
pun, punning	bake, baking
tan, tanned	boil, boiled
rot, rotten	file, filed
	beat, beaten

Note. (a) In words like *bake* the final *e* is dropped before the suffix (see below).

(b) In words beginning with *qu* (*quit, quitting*) the *u* forms part of the consonant sound *kw;* it is not a real vowel.

(c) In words ending in a double consonant, there is, of course, no re-doubling (*pull, pulling*).

Words of More Than One Syllable. When a suffix beginning with a vowel is added to words of more than one syllable, the procedure differs according to the position of the accent.

(1) If the accent is on the last syllable, the rule "One vowel, two consonants; two vowels, one consonant" applies as in the case of monosyllables. In the present instance, only the last syllable is considered in counting vowels.

One Vowel	*Two Vowels*
pro-pel′, propelling	pre-cede′, preceding
con-fer′, conferred	pro-ceed′, proceeding
re-mit′, remittance	con-tain′, container

(2) If the last syllable is unaccented, the consonant is generally not doubled: *trav′-el, traveled; fat′-ten, fattening.*

b. Dropping Final *E* before a Suffix

A silent final *e* is generally dropped before a suffix beginning with a vowel: *force, forcing, forcible; believe, believing, believable; guide, guidance.*

Exceptions. The *e* is retained in some instances:

(1) After the soft sound of *c* and *g* when a suffix beginning with *a* or *o* is added. (*C* and *g* have a hard sound before those two vowels):

For example: *notice, noticeable* (cf. *practicable,* in which the *c* is hard); *advantage, advantageous; courage, courageous; change, changeable* (cf. *changing,* in which the soft *g* is followed by *i*); *charge, chargeable.*

(2) In certain words where the *e* is needed to prevent awkward combinations or confusion with other words:

For example: *dye, dyeing* (cf. *die, dying*); *singe, singeing* (*sing, singing*); *shoe, shoeing.*

c. *Ei* and *Ie*

When Sounded as *e* or *i*. When *ei* or *ie* is pronounced as *e* or *i*, the following rules generally apply:

(1) *Ei* is used after *c: receive, perceive, conceive, ceiling.*

(2) *Ie* is used after all letters except *c: believe, relieve, reprieve, sieve, chief, mischief, grief, field, wield, pierce, piece, siege, friend.*

Exceptions. Neither, seize, weird, counterfeit, forfeit, leisure, height, sleight, foreign, heifer.

When Sounded as *a*. When the sound is that of *a*, the form *ei* is used: *weigh, neighbor, deign, heinous, veil, their.*

Memory Rhyme. The following old rhyme may be helpful:

> "*I* before *e*
> Except after *c*
> Or when sounded as *a*,
> As in *neighbor* and *weigh*."

d. Miscellaneous Rules

(1) Words ending in *l* retain that letter before a suffix beginning with *l: finally, occasionally, coolly, tailless.*

(2) Words ending in *n* retain that letter before the suffix *-ness: greenness.*

(3) Words ending in *y* preceded by a consonant usually change the *y* to *i* before a suffix: *busy, business; hearty, heartiest, heartiness; duty, dutiful; hurry, hurries; body, bodies.*

The *y* is retained before *-ing: studying, burying.*

(4) Words ending in *y* preceded by a vowel retain the *y: trolleys, valleys, monkeys.*

(5) Words ending in *ie* change the *ie* to *y* before *-ing: die, dying.*

e. Commonly Misspelled Words

absence
absorption
accidentally
accommodate
accumulate
acquainted
across
advice (noun)
advise (verb)
aeroplane
all right
always
among
analyze
angel
angle
arctic
arrangement
ascend
athletic
auxiliary
balance
believing
benefited
boundary
Britain
buoyant
business
candidate
changeable
changing
choose
chosen
clothes
cloths
coarse
course
column
comparative
comparison
concede
conscientious
courteous
describe
despair
desperate
diary
dining room
disappear
disappoint
diseased
(deceased)
dissatisfied
divide
drudgery
eighth
embarrass
etc.
excellent
exercise
exhaust
existence
fascinate
February
finally
forbear
foresee
foretell
formally
formerly
forty
fourth
friend
fulfill
gases
gauge
government
grammar
guard
guess
height
hindrance
hoping
huge
hundredths
hurriedly
incidentally
independent
instance
itself
judgment
knowledge
laboratory
laid
later
latter
lead
led
license
lightning
likely
lonely
loose
lose
maintenance
marriage
mathematics
meant
misspell
mistake
murmur

necessary
nickel
nineteen
ninety
ninth
noticeable
oblige
occasionally
occurrence
omission
operate
opportunity
outrageous
paid
parallel
parliament
partner
peaceable
perform (not *pre*form)
permissible
perspiration
possess
precede
preference
preferred
preparation
principal
principle
privilege
probably
proceed
professor
proffer
pronunciation
pursue
quantity
quiet
quite
really
receive
recommend
reference
repetition
restaurant
rhythm
ridiculous
safety
schedule
seize
separate
shining
siege
similar
sophomore
speech
stationary
stationery
successful
surprise
syllable
there
therefore
they're
tract
truly
Tuesday
until
usually
weak
week
Wednesday
wherever
wholly
your
you're

SYLLABIFICATION

K 13. In dividing a word at the end of a line, observe the following rules:

(1) Always place the hyphen at the end of the first line, never at the beginning of the second.

(2) Divide only between syllables: *cap-tain* (not *capt-ain*), *pre-tend* (not *pret-end*).

(3) Prefixes and suffixes are usually kept distinct from the root: *ex-pand, con-clude, work-ing, re-mis-sion.*

But rules (4) and (5) take precedence over this one: *prod-uct* (4), *run-ning* (5).

(4) A single consonant goes with the preceding or the following vowel, according to the pronunciation: *pro-duce, prod-uct; va-por, vap-id.*

(5) Two adjoining consonants are usually divided:

dic-tion, col-lision, pater-nal, lan-tern, com-mis-sion, com-mit-ted, run-ning.

But two letters which make a single sound—like *sh, ch, ck, ph,* or *th*—are not separated: *eu-phony* (not *eup-hony*), *preach-ing* (not *preac-hing*).

(6) Words of one syllable are not divided: (Wrong) *sta-nd, thr-ough.*

CAPITALS

K 14. Use a capital letter in the following cases:

(1) To begin a sentence.

(2) To begin each line of poetry.

The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Awaits alike the inevitable hour.
The paths of glory lead but to the grave.

(3) To begin a formal direct quotation.

He replied, "This is only the beginning."

(4) To begin a proper noun or a word derived from a proper noun.

Examples: England, the United States, Illinois, Adams County, Eighteenth Street, Michigan Avenue, the Missouri River, Lake Michigan, the French, an Englishman, the Italian consul, "I study English and Latin" (cf. "I study mathematics and chemistry"), Wednesday, Christmas, the Fourth of July, God, the Bible, a Baptist, a Republican, Woodlawn Improvement Association, Society of Friends.

Note. The examples given above represent the more formal practice. Newspaper writers, and others who follow their example, use capitals less freely. For instance: Adams county, the Missouri river, Eighteenth street, a republican. In fact, the general tendency is toward the use of fewer capitals than formerly.

(5) To begin each important word in the title of a book, musical composition, and the like. Prepositions,

conjunctions, and the articles *a, an,* and *the* are not usually capitalized except at the beginning of the title.

Examples: *Studies in History and Economics. The Business Outlook for the Year.*

(6) To begin the names of points of the compass when used for sections of a country, not for mere directions.

Right: He lives in the *East.*

Right: He went *east* on Madison Street.

NUMBERS

K 15. As a rule, in general writing, spell out numbers up to one hundred, and round numbers over one hundred; use figures for numbers above one hundred (except the round numbers).

Right: Six; eighty-seven; three hundred; six thousand.

Right: 101; 385; 7,479; 6,500,000.

Right: He is twenty-three years old, and has four brothers.

Right: There are 365 days in the year.

Right: They left the car at Fourteenth Street.

a. Figures. In the following cases figures are generally used even for numbers under one hundred:

(1) Dates, street numbers, numbered objects, numbers containing decimals, and the like.

June 18, 1920; 89 Cedar Street; Room 4; Track 9; page 6; 8.17.

Right: You will find him in Room 18.

Right: The book cost $2.75.

(2) Groups of numbers in the same passage, as in dimensions, statistics, and the like.

Right: The specifications are as follows: length, 2 feet; width, 19 inches; depth, 4 inches; weight, 4 pounds.

Note 1. In formal invitations dates are regularly spelled out: *May the fourth, nineteen hundred and eighteen.*

Note 2. In business, scientific, and technical writing figures are used much more freely than in general writing.

Note 3. A number at the beginning of a sentence should be spelled out.

Right: Eight hundred and forty men were lost in the attack.

ABBREVIATIONS

K 16. In general writing abbreviations should be used sparingly.

Not Good: He will arrive tomorrow A. M.

Correct: He will arrive tomorrow morning.

Correct: He will arrive at 10:35 A.M. (after a designation of a specific hour).

Not Good: They immediately sent for a Dr.

Correct: They immediately sent for a doctor.

Not Good: The fish weighed five lbs.

Correct: The fish weighed five pounds.

Titles like *General, Professor, President,* etc.; names of states; and words like *street, avenue, boulevard,* etc., are generally written out in full.

Correct: *General* U. S. Grant (not *Gen.*). Brooklyn, *New York* (not *N. Y.*). Michigan *Avenue* (not *Ave.*).

The symbol *&* should not be used for *and* in an ordinary sentence.

a. Allowable Abbreviations. Certain abbreviations are in good form:

Mr., Mrs., Dr., A. B., Ph. D., etc., when they accompany a name: Dr. E. F. Cook; F. M. Rice, Ph. D.

Vol., *p.*, *ch.* or *chap.*, *sec.*, and the like when they are followed by a number, and occur in a footnote or in a parenthetical reference in the text. Elsewhere in the text they are usually written in full.

Note. In business letters and in technical writing, abbreviations are employed more commonly than in general writing. In business letters, however, the present tendency is toward a less frequent use than was the custom formerly.

APPENDIX A

PUNCTUATION

A survey of punctuation, divided into groups under the different marks, was presented in Chapter IX. That method, although convenient for reference, does not give the student a connected view of the field: he sees each rule only as an isolated statement. The present discussion approaches the subject from another point of view—that of the logical relation between groups in the sentence. In this method the various marks that indicate different phases of a given relation are gathered in one place; and from these the student is able to select the particular mark that best expresses his thought.

This discussion is intended for class study, not for reference in the correction of themes; hence reference numbers are omitted.

GENERAL PRINCIPLES OF PUNCTUATION

The three chief factors governing punctuation are:

(1) The logical relation in thought between the parts of a sentence: for example, closeness or remoteness in thought, a sudden break in thought, an explanation or an enumeration, a "bridging" of the thought from one part to another over an intervening expression, and so on.

(2) The length and importance—that is, the "weight" —of the groups. Thus, a long phrase or clause sometimes requires stronger punctuation than that used with a

smaller group having the same logical and grammatical relation with the context, the reason being that the reader does not readily see the longer group in its entirety and immediately recognize its relation as he would do in the case of the smaller one.

(3) The position of a group in the sentence—this will be discussed later (see Natural and Inverted Order, p. 239).

Marks of Punctuation. For purposes of punctuation, the writer has his choice of various marks:

Period (.)	Parentheses ( )
Semicolon (;)	Brackets [ ]
Comma (,)	Interrogation Point (?)
Colon (:)	Exclamation Point (!)
Dash (—)	Quotation Marks (" ")

Of these, we are at present concerned only with the five included in the first column.

Characteristics and Uses of These Marks. These marks have the following characteristics and uses:

(1) The period, semicolon, and comma form a series in which the distinguishing characteristic of the members is their relative strength. In accordance with the two factors given above—the relation between groups and the length of groups—the general principle governing the use of these three marks is as follows:

(a) The period is the strongest mark. It therefore points out the longest and most important division of thought—the sentence; and also indicates the greatest remoteness in thought.

(b) The semicolon ranks next in strength. It is suitable for use between the longer and more important groups *within the sentence,* or between those which have a comparatively remote connection in thought.

(c) The comma is the weakest. It separates the shorter groups, and indicates a comparatively close connection.

Sometimes, however, two long groups may be so closely related in thought that a comma is preferable to the semicolon; and, on the other hand, short groups may be so remotely connected that a semicolon is needed. Nevertheless, the chances are more in favor of a semicolon with a long group than with a short one; and when there is a combination of length and remoteness the semicolon will almost always be used.

(2) The colon and the dash fall outside the preceding series. With them the question is not of relative strength; they have special functions:

(a) A colon indicates explanation or anticipation; it warns the reader to be on the watch for additional explanatory matter.

(b) A dash indicates a sudden break or unexpected change in thought; sometimes gives emphasis to the statement that it introduces; and frequently sets off an expression over which the thought is "bridged" from one part of the sentence to another part. It is a valuable means for securing variety and special effects in punctuation.

Conclusion. The writer who would punctuate effectively must first know the relation that he wishes to show, and then select the mark that most clearly indicates it. The study of rules, such as are given in the following pages, will help him to do this; but in applying these rules, he must remember that they are only statements of general practice. In actual writing there are many nice distinctions which must be indicated by the punctuation, and these distinctions are so numerous that it

is impracticable to make the rules broad enough to cover all of them. The writer, therefore, must use the rules intelligently, and be ready to vary the punctuation to suit different conditions. For example, parenthetical expressions may be punctuated with commas, dashes, or parentheses, the choice depending upon the closeness of relation. Similar variations will also be found in other rules.

MAIN CLAUSES

For purposes of punctuation, main clauses are divided into two classes:

Class I: Clauses Connected by *And, But, Or,* or *Nor*

In Class I a comma is usually placed before the conjunction when the clauses are of ordinary length.

We finished the work within the specified time, and the firm sent us a check for the amount due.

The office is usually closed in the evening, but the bookkeeper will be there tonight until nine o'clock.

Note. Very short clauses do not usually require punctuation; and even fairly long clauses are sometimes not punctuated if the connection in thought is particularly close.

a. Semicolon. A semicolon is generally used when the clauses are long, especially if they contain elements set off by commas.

Benjamin Franklin, who was one of the leaders among the American colonists in the Revolutionary War, began life in Philadelphia as a printer's apprentice, as he himself tells us in his autobiography; but by hard work and attention to business, combined with shrewd common sense, he rose steadily in the estimation of his fellow citizens, and in time was appointed American ambassador to France.

Note. The semicolon is especially valuable when the sentence contains other elements set off by commas because it points out clearly the main point of division in the sentence. A semicolon, however, is not always used when commas are present; it is needed only when the main point in the sentence is to be emphasized.

Class II: Clauses Not Connected by *And, But, Or,* or *Nor*

This group may have no conjunction between the clauses, or may have any co-ordinate conjunction other than the four specified above: as, *for example, therefore, consequently, hence, as a result, thus, however,* and the like.

In Class II a semicolon is always used whether the clauses are long or short—with the single exception noted below in (a).

One party of tourists arrived this morning; the others are expected this afternoon.

Many unexpected difficulties arose in digging the canal; therefore it was not finished until after the specified time.

He has the reputation of being a competent engineer; nevertheless, he made some serious mistakes in the plans for the bridge.

a. Colon. A colon is used, instead of a semicolon, when the second clause is explanatory of the first.

This company has always taken a keen interest in the welfare of its employees: it believes that a contented workman is the most efficient workman.

The judge has received his instructions: all voters must register before the first of September.

Note. Explanatory clauses requiring a colon may roughly be distinguished as follows: (a) *for* or *because* can be inserted before the explanatory clause without changing its meaning (see the first sentence above); or (b) *namely* can be inserted in the same manner (see the last sentence).

Three Main Clauses of Unequal Rank

Sometimes a sentence contains three main clauses which are divided into two groups, one consisting of a single clause and the other made up of two clauses more closely related to each other than to the other clause. In this case the main point of division needs a distinctive mark; hence—

A semicolon is placed at the main point of division, and a comma at the other point; or, if the clauses are short, a comma is used at the main point, and no punctuation at the other.

In the middle of the season these goods were featured in special sales and offered at very low prices; but the city trade refused to buy them at any price, and we had to dispose of them to out-of-town dealers.

The book is well written, but the printing is poor and the illustrations are atrocious.

Exercise: Main Clauses

Punctuate the main clauses and give the reason.

1. The report filled only one typewritten page but it covered all the essential points of the investigation.
2. The heavy snow delayed our train consequently we did not arrive in time for the meeting.
3. The postmaster handed me two letters one was from my brother in Philadelphia and the other was a request for a contribution to the new hospital.
4. The bell in the tower rang insistently and a crowd soon gathered at the church.
5. On request we will send our latest catalogue in this you will find a full description of all our machines.
6. The frame of the machine is made of aluminum therefore it is very light.

7. We have written twice to the Commissioner of Education about the delay in sending the printed blanks for the report but he has not sent the blanks and he has not even answered our letters.

8. One director was opposed to an increase in wages he wanted to declare larger dividends for the stockholders.

9. The crew of the *Sea Eagle,* which was the first ship to sail, was composed of a motley array picked up on the water-front in New York, Boston, and Philadelphia but in spite of this handicap the vessel arrived safely two months later in the harbor of Hong Kong.

PHRASES AND SUBORDINATE CLAUSES: NATURAL AND INVERTED ORDER

Phrases and subordinate clauses have either Natural or Inverted Order.

Natural Order. The natural order of a sentence is:

Subject/ adjective phrases and clauses/ verb/ object/ adverbial phrases and clauses.

The child/who is lost/was wearing/a blue dress/when she left home.

Inverted Order. Variations from the preceding arrangement result in inverted order. The chief phrases and clauses which have inverted order are:

(1) Adverbial groups placed before the subject.

(2) Adverbial groups between the subject and the verb.

(3) Adverbial groups between the verb and the object.

(4) Noun groups used as the object of a verb, but placed before the subject.

Inverted Order

Commas are generally used to set off inverted phrases and clauses.

(1) Adverbial phrases and clauses placed before the subject.

If you will fill out and return the enclosed post card, you will receive our latest catalogue.

Every seat was filled long before the appointed hour; but *when the time came to begin the program,* the speaker had not arrived. (Before the subject of the second main clause.)

Hearing a shot in the street, we rushed to the window.

The chairman rapped vigorously for order; but *seeing the extreme enthusiasm of the audience,* he soon gave up the attempt.

To reach the village in the mountains, he had to travel forty miles on horseback.

(2) Adverbial phrases and clauses between the subject and the verb.

This leader, *when he was at the height of his power,* had only fifty thousand followers.

A man, *to do this work well,* must have experience.

The captain, *fearing a night attack,* doubled the guard.

The company, *after a short rest,* proceeded on its march.

(3) Adverbial phrases and clauses between the verb and the object.

He decided, *after he had investigated the offer,* that he would accept it.

He refused, *on the advice of his lawyer,* to testify at the trial.

(4) Noun clauses used as the object of a verb but placed before the subject.

What the argument was, he did not say.

That he had always been loyal to his country, the condemned man maintained until the last.

Exception. When the phrase or clause is short and closely connected with the context, the punctuation is usually omitted.

If you wish you may come at ten o'clock.
I knew *from his appearance* that he had been fighting.
After the meeting he returned to the office.

Natural Order

Phrases and subordinate clauses in natural order are not usually punctuated.

Subject of a verb:

That he will be here is certain.
To do the work well would require a month.

Predicate noun:

The fact is *that no one is responsible.*
The plan was *to import laborers from the city.*

Object of a verb:

The employers have said *that they are willing to accept the proposal.*

Adverbial element following a verb:

He will be satisfied *if he receives the appointment.*
She entered the room *as the clock was striking ten.*
The target is painted white *so that it may be easily seen.*

Exceptions. The following phrases and subordinate clauses in natural order are usually set off with commas:

(1) A noun clause or phrase used as the subject, if it is very long or if it ends with a verb that makes an awkward combination with the main verb.

That he fully intended to follow his own judgment in the hiring of employees, was evident from the beginning.
Whoever speaks, does so at his own peril.

(2) Adverbial clauses of concession introduced by *although* or an equivalent word, and adverbial clauses of reason introduced by *as* or *for*. These clauses usually have a remote connection with the context. (Clauses of reason introduced by *because* frequently do not require punctuation.)

He will be there, *although he was not invited.*
We came early, *as we did not want to interrupt the meeting.*
He is sure to succeed, *for his plans have been carefully made.*
(He succeeded *because his plans were carefully made.*)

(3) Any phrase or clause which is remote from the word that it modifies, or which needs to be emphasized.

They walked down the street, *laughing and talking gaily.*
After dinner *we* lay down to rest, *contented with the world.*
He *arrived* in Naples early on a Sunday morning, *long before the city was astir.*

(Compare: "He arrived *long before the clock struck eight*"—close connection, not punctuated.)

(4) For especially remote or especially emphatic groups, a dash may be used. Compare the following sentences:

I will go *if you will.* (Not emphasized.)
I will go, *if you will.* (More emphatic.)
I will go—*if you will.* (Especially emphatic.)

The writer must cultivate a "feeling" for shades of meaning, and choose the punctuation that best suits his purpose.

(5) Non-restrictive adjective clauses and noun clauses in apposition. Although in natural order, these are always punctuated (see p. 244).

APPENDIX A

Note. The rules for both inverted and natural order apply to phrases and subordinate clauses within another subordinate clause as well as to those in a main clause.

He will succeed if, *after he has planned his campaign*, he selects the right man to direct it. (Before the subject.)

Exercise: Natural and Inverted Order

Punctuate the phrases and clauses that need punctuation, and give the reason. If punctuation is not needed, give the reason.

1. If these conditions are satisfactory to both parties the contract will be signed at once.
2. This work if it is to be successful must be done quickly.
3. The necessary money can be raised if every man will do his part.
4. That the prisoner was innocent is now well known.
5. A storm of indignation swept over the country when the secret treaty became known.
6. Whatever success he has had has been due to his honesty and industry.
7. The engine is carefully inspected before each flight for even a small defect may mean disaster for the aviator.
8. The mills although they are running night and day are unable to furnish the required amount of steel.
9. The latest report is that the wages of all employees are to be reduced.
10. This letter was written while you were waiting for a reply to your telegram.
11. The audience felt while the performance was in progress that the actors were lacking in enthusiasm.
12. This experiment in order to be successful must be performed in a room having a constant temperature.
13. This decision because it was unexpected forced us to change our plans but after the new arrangements had been completed and brought into conformity with the ruling of the court we had no further difficulty.
14. Hearing the cry for help the policeman on the corner ran to the man's assistance.

15. That someone had blundered they are now ready to admit.
16. Whatever the outcome may be we all consider it a privilege to have a share in this work.

RESTRICTIVE AND NON-RESTRICTIVE ELEMENTS

Adjective clauses and phrases, and noun clauses and phrases in apposition, are practically always in natural order. Their position, however, has nothing to do with their punctuation; that depends upon whether they are restrictive or non-restrictive in nature.

A restrictive clause or phrase is one that is needed to show which person or thing—which member of a class of objects—is meant: "The general *who commanded the third division* was captured."

A non-restrictive clause or phrase is one that is merely explanatory or descriptive. In other words, it is not needed to point out which person or thing is meant, for that is already known without the aid of the clause: "General Frank Young, *who commanded the third division*, was captured." (Presumably there would be only one General Frank Young in the army.)

Adjective Clauses and Phrases

A restrictive adjective clause or phrase is not punctuated; a non-restrictive clause or phrase is set off by commas.

Restrictive:

A man *who pays his debts promptly* can always get credit.

He has sold the house *that stands on the corner.*

The boy *carrying the banner* was arrested.

Bring me the note *lying on the table.*

A letter *written by Robert Burns* is offered for sale.

Non-restrictive:

I then met my father, *who had just returned from a business trip.*

History, *which is a record of what man has done,* is a fascinating study.

The *Oregon, flying the admiral's flag,* steamed into the harbor.

This report, *printed on hand-made paper,* will be sent free of charge.

Mr. F. A. Price, *in the left foreground of the picture,* was the toastmaster.

Noun Clauses and Phrases

A restrictive noun clause or phrase in apposition is not punctuated; a non-restrictive clause or phrase is set off by commas.

Restrictive:

The fact *that the earth is round* was known before the time of Columbus.

A scheme *to get money without working* was the cause of his downfall.

Non-restrictive:

His first plan, *that we should go on the night train,* was rejected.

Their latest proposal, *to regulate the trusts by state legislation,* is as impractical as the previous one.

Note. If a long restrictive clause or phrase, used either as an adjective or as a noun, is placed between the subject and the verb, a comma may be inserted *after* it (but *not before* it) in order to show the location of the verb.

The company *which furnishes the most satisfactory proof of its ability to finish the work within the specified time,* will be awarded the contract.

Exercise: Restrictive and Non-restrictive Elements

Punctuate the phrases and clauses that need punctuation, and give the reason.

1. The company which submits the lowest bid will be awarded the contract.
2. The Allen Construction Company which submitted the lowest bid was awarded the contract.
3. The plan which was finally adopted provided that each man should receive a bonus which is a sum of money paid in addition to his regular salary.
4. London which is the largest city in England is situated on the Thames.
5. My present employer for whom I have worked since last September has given me an increase in salary.
6. Every cent that is invested in these bonds is a shot fired in defense of democracy.
7. Patriotism which means love of country can be best expressed by unselfish service to her.
8. Patriotism which finds expression in unselfish service is the best kind of patriotism.
9. A canoe equipped with this engine will maintain a speed of fifteen miles an hour.
10. General Grant mounted on a black horse rode at the head of the procession.
11. People suffering from rheumatism derive great benefit from these baths.
12. The boy realizing the importance of the discovery reported the matter to the police.
13. Your original suggestion that the article should be longer is the better one.

EXPLANATIONS, ENUMERATIONS, AND DIRECT QUOTATIONS

A colon is generally used in the following constructions:

(1) Before explanatory expressions, which may, or may not, be introduced by *namely, that is, for example, viz.*, and similar connectives.

He made one surprising statement: *that the birth-rate had decreased twenty per cent.*

The same principle is involved in this theorem: *namely, that a straight line is the shortest path between two points.*

This report is misleading: *for example, it does not distinguish between modern equipment and that which is obsolescent.*

Note. Many good writers use the semicolon before *namely*, etc., but the colon is preferable, for its particular function is to indicate explanation.

(2) Before a formal enumeration, which may, or may not, be introduced by *namely*, etc.

Three men are responsible for the plan: *the general superintendent, the manager, and the foreman.*

He made two statements: *that the committee was prejudiced, and that the test was unfair.*

Note. The colon is generally omitted before a series of words used as a predicate noun, for the enumeration is then informal.

The three men responsible for the plan are the superintendent, the manager, and the foreman.

(3) Before statements introduced by *as follows* and *the following.*

The work is to be done as follows: *first the materials must be carefully tested; then*—etc.

Remember the following directions: *go north five blocks; then walk two blocks east.*

(4) Before long, formal direct quotations.

Concerning this matter, Mr. Bryce says: "*A further consequence of this habit is pointed out by one of the most thoughtful among American constitutional writers.*"

Note. No punctuation is placed before a direct quotation used informally in a sentence, although the words are enclosed in quotation marks: When we read the history of this people, we are reminded of "*the grandeur that was Rome.*"

a. Dash. Dashes are frequently used before and after the preceding constructions when these constructions are so placed that the grammatical structure of the sentence is "bridged" over them. This condition occurs when the words that follow the interpolated expression are in close grammatical relation with the words that precede it.

(1) One important factor—*that is, his ability to win the loyal support of his followers*—has been overlooked by his enemies.

(2) The three principal causes of crime—*intemperance, poverty, and ignorance*—must be removed.

(3) The following employees—*Frank Smith, James Brown, and George Adams*—will report at once to the manager.

(4) The quotation from Mr. Bryce—"*A further consequence of this habit is pointed out by one of the most thoughtful among American constitutional writers*"—is in the first chapter.

In these constructions the dashes are valuable because, being conspicuous, they show clearly the limits of the interpolated expression and indicate the place where the interrupted course of the sentence is resumed.

b. Comma. A comma is sometimes used before *namely, that is,* etc., when they introduce short expressions that are closely related to the context; and before short, direct quotations.

In some cities, *for example, in Chicago,* the plan has been successful.

The next day he wrote, "*I will meet you in your office at noon.*"

Note 1. *Such as* is practically always preceded by a comma and has no punctuation after it: thus, "Prices have already been reduced on staple foods, *such as* flour, sugar, and potatoes."

Note 2. A comma is placed after *namely, that is, for example,* and similar connectives, with the exception of *such as.*

APPENDIX A

Exercise

Punctuate and give the reasons.

1. The process of building a concrete wall consists of three steps making the forms, pouring the concrete, and removing the forms.
2. John has already had the more common children's diseases such as measles, whooping cough, and chicken pox.
3. Various plausible reasons for example labor troubles, inefficient management, and inability to get raw materials have been given for the failure.
4. After considerable discussion the following plan was adopted the city was divided into districts, and for each of these a committee was appointed.
5. Lincoln said "This nation cannot exist half slave and half free."
6. This method of attachment insures direct steering that is when the steering wheel is turned to the right, the machine turns to the right.
7. This is an example of what George Meredith has called "the army of unalterable law."
8. Formerly a number of ailments were included under one general term namely "catarrh."
9. Three men were appointed on the committee Mr. A. B. Miles, Mr. J. E. Flynn, and Mr. F. O. Lake.
10. The following clubs driver, brassie, mid-iron, and putter are included in the ordinary golfer's equipment.
11. The judge had two reasons for doubting the testimony the witness was a stockholder in the bankrupt company and he was a brother-in-law of the president.
12. Two parts of the engine namely the carburetor and the cooling system call for special consideration.

ADDITION AND REPETITION

A comma is normally used in the following cases:

(1) To separate the members of a series of co-ordinate words, phrases, or clauses.

The *clear, dry, invigorating* air restored him to health.

The committee is made up of *lawyers, physicians, and teachers.*

He walked *into the house, through the hall, and up the stairs.*

The judge asked the man *when he came to this country, when he took out his first papers, and when he expected to complete his naturalization.*

Note 1. Some writers omit the comma before the conjunction between the last two members: "The committee is made up of *lawyers, physicians and teachers.*" Custom sanctions both practices, but the form with a comma is preferable, since without punctuation there is sometimes danger of ambiguity.

Note 2. In a series of adjectives only the members of co-ordinate rank are separated by commas. The punctuation is omitted when one member is more closely related to the noun than the other adjectives are.

a *garish, dazzling electric* sign

a *good, substantial American* dinner

Compare the difference in meaning in the following sentences, both of which are correct:

The younger, fighting men were absent.

The younger fighting men were absent.

Note 3. *Etc.* at the end of a series is always punctuated: "The flour, salt, sugar, *etc.*, were packed in cans."

Note 4. When all the members are connected by conjunctions, the punctuation is generally omitted: "Soldiers and sailors and marines took part in the attack."

(2) To separate words repeated for emphasis.

Slowly, slowly, the fire crept on.

There was *water, water* everywhere.

(3) To set off ordinary words in apposition—together with their modifiers.

Mr. Atkins, *the manager,* is in the office.

We then took the steamer for Bannister, *a beautiful city on Broad Lake.*

Note. The punctuation is omitted when the appositive is closely related to the preceding noun.

My *brother Charles* will call tomorrow.

The *word "viaduct"* is derived from the Latin.

(4) To set off two or more adjectives following a noun.

He was a sailor, *bold, gay, and irresponsible.*

(5) To separate the parts of a long compound predicate.

The company *was outnumbered* two to one by the attacking party, and *was forced* to retreat to the second line of trenches.

(6) To separate a declarative statement from a question following it in the same sentence.

This arrangement is satisfactory, *isn't it?*

a. Dash. The dash may be used in the preceding constructions, for special emphasis.

(1) The captain was a brave, experienced—*but reckless* leader.

He was a kind father, a devout Christian—*and a stanch Republican* (used here for humorous effect).

(2) He attributes his success to genius—*genius for hard work.*

(3) The speaker—*a typical tourist in tweeds*—had arrived that morning.

(4) The manager—*anxious, white-faced, and thin-lipped*—waited for the foreman to appear.

b. Semicolon. Semicolons are generally used between the members of a series when they contain parts set off by commas. In this way the main divisions are clearly shown.

The committee consists of *Mr. E. F. Meyers, a banker; Dr. J. B. Green, a physician; and Mr. C. E. Miner, a lawyer.*

He carried a *faded, greenish-black umbrella; an oilcloth satchel, torn at the seams; and a small package wrapped in paper.*

The committee assures us *that, in spite of many difficulties, a number of new shipyards have been built; that wooden, steel, and concrete vessels are being constructed; and that a year at the most will see the end of shortage in transports.*

Note the semicolon before the conjunction between the last members of the series, as well as before the members without conjunctions.

Exercise in Addition and Repetition

1. The army tired dejected overwhelmed by numbers retired sullenly before the attacks of the enemy.
2. He was ready to sign the contract wasn't he?
3. The fan is mounted on a light frame beside the bench of each workman and is driven by a small motor.
4. Mr. A. V. Gronow president of the Union Bank and Mr. C. L. Hays cashier of the Barton Trust Company two of the leading financial institutions in the city are responsible for this statement.
5. The professional men the lawyers the clergy and the physicians were opposed to the plan.
6. We were ushered into a stuffy old-fashioned reception room.
7. The leader proposed a different plan original and daring.
8. The men were starving starving in a land of plenty.
9. The meaningless antiquated commercial jargon of former days is rapidly disappearing.
10. Meetings will be held in Dayton Ohio Topeka Kansas and Oakland California.
11. The previous ruler Oliver Cromwell had consistently refused to ally himself with this party.
12. To bring about the desired result the production of sufficient food for our allies our soldiers and ourselves every citizen must co-operate with the government.

PARENTHETICAL EXPRESSIONS

The comma is used to set off mildly parenthetical phrases and clauses.

Most men, *to be sure*, are inclined to neglect small details.

This work, *it must be admitted*, is not essential.

a. Dash. The dash is used to set off a parenthetical statement which is more foreign in idea to the rest of the sentence.

This so-called remedy—*any reputable physician will confirm my statement*—is worse than useless.

b. Parentheses. Parentheses may be used to set off (1) a parenthetical statement which has a very remote relation to the context; or (2) a parenthetical expression included in another parenthetical statement set off by dashes.

(1) Finally, this controversy (*while we are on the subject we may as well finish it*) can have but one result.

(2) This custom—it is now prevalent in only a few countries (*Turkey, for example*) which are semi-civilized—was formerly almost universal.

Note. Dashes might be used in (1). In fact, dashes have largely replaced the parentheses in this connection.

Conjunctive Adverbs, Adverbs Used Independently, and Words in Direct Address

The comma is regularly used:

(1) To set off a conjunctive adverb or phrase, such as *therefore, accordingly, however, finally, in short, of course, moreover*, etc.

The result, *however*, was not entirely satisfactory.

It is evident, *therefore*, that some other solution must be found.

In short, the expedition was a failure; but this, *of course*, was to be expected.

Exceptions. When these connectives make only a slight interruption in the sentence, they are usually not punctuated. The following observations indicate roughly the general tendency:

(a) Connectives indicating contrast, as *however*, *nevertheless*, etc., and conjunctive phrases like *in fact*, *of course*, etc., are generally punctuated wherever they occur in the sentence.

(b) Other connectives are usually punctuated if they stand between the subject and the verb.

The report, *therefore*, has been rejected.
His father, *moreover*, was an ex-convict.

Members of this group are frequently not punctuated when they stand at the beginning of a sentence, between the parts of a compound verb, or after a verb.

Therefore the report has been rejected.
The report has *therefore* been rejected.
His work was *therefore* in vain.
He was *accordingly* elected to the office.

(2) To set off an adverb used independently in a sentence.

Fortunately, we found a room for the night.
This work, *happily*, was just suited to his taste.

(3) To set off words in direct address.

John, bring me the letter.
Your remark, *sir*, is impertinent.

Exercise

1. At last my friends we have come to a point where further delay it seems to me will be dangerous.
2. These voters however will do as they are told.

3. However these voters will do as they are told.
4. These voters will therefore do as they are told.
5. This change at least such is the assertion of the manufacturers will eliminate most of the difficulty.
6. The value of this work gentlemen cannot be estimated.
7. Finally the phenomenal growth of this city is due to its location.
8. The mob leaders as might be expected were ruffians of the lowest class.
9. He said that his proposition why is it that every simple proposal must be called a proposition? had been favorably received.
10. The king on the other hand was unpopular with the landed gentry of the North.
11. The king was consequently unpopular with the landed gentry of the North.

APPENDIX B

GENERAL EXERCISE IN SENTENCE STRUCTURE

Point out the faults in the following sentences, and restate the sentences correctly (the faults are those covered in Chapters III–VIII):

1. The hot water which is fed into the tank has been previously heated, thus enabling the steam to act more quickly.
2. From the bottom of its foundation to the roof of the power house is 133 feet.
3. Most manufacturers are not only willing to furnish the material but also share the expense in an advertising campaign featuring their product.
4. The banker wants to know the amount of assets which, in case of an emergency, could be readily converted into cash, and what the amount of the current debts is.
5. There is a field house in each of the small parks; and although they are all arranged different they have about the same equipment.
6. The submarine has three positions in respect to the surface of the water to which it can go.
7. This machine is capable of doing the greatest amount of work with the least amount of friction, which greatly prolongs its life.
8. Up to ten years ago Sales Correspondence has been woefully neglected.
9. The Ford motor has four cylinders, with a bore of three and a half inches. The stroke being six inches.
10. By the use of specific nouns and verbs the facts of your letter will be more clearly impressed upon the reader and will help to make your message more effective.
11. One should give or imply all the facts in regard to your offer that are necessary in your letter.

12. After relieving the ground-hog of his scalp, which was worth twenty-five cents, we continued on our journey, which was very enjoyable as the creek was very picturesque, being lined with high bluffs covered with cedars and oaks.

13. Being in existence for a number of years, the company, thanks to its wise and efficient management, has been able to make for itself a good name and a solid reputation.

14. The rate of speed and the efficiency depends entirely upon the operator.

15. The immigration officials should have a system for distributing the eligible newcomers throughout the country so that these masses can be properly absorbed. Then levy an annual poll tax upon all adult aliens in order to secure funds to establish schools.

16. It is probable that the League of Nations would never be ratified with Article X in it, even if the Democrats had won.

17. It is of paramount importance that each municipality controls its own utilities and decides what rates they shall pay for services rendered.

18. Handball tournaments are held every fall, arranged in two divisions—for beginners and for experts.

19. It is hoped that the Monroe Doctrine shall always be sufficient to safeguard our interests.

20. This process makes the water so hard that it must be softened before using in the boilers.

21. One type of machine is the DeHaviland "4," which requires one pilot, equipped with a Liberty motor, and carries four hundred pounds of mail.

22. These clerks separate the mail into about fifteen classifications. Some of the letters go to buyers, to officials, and to merchandise divisions. By far the larger proportion goes to the correspondence division.

23. To put the case together, spread the leatherette on a table or a smooth surface.

24. We have given your letter of January 12, in which you informed us of the unsatisfactory service you were getting from our accessories department, very careful attention.

25. Although unskilled and ignorant in many ways, we find that a great majority of the murders, robberies, and other crimes are committed by foreign people.

26. These halls vary in capacity with the neighborhood in which they are located. The capacity varies from one to three thousand.

27. The cars and engines are of a special design. The cars being four by ten and a half feet in length and width, and sixty-three inches in height.

28. These strips of rubber are then cemented together, allowing a certain amount to lap over to splice with.

29. The proportion of water in the paper pulp is so large that it must be passed through the wet-press machine.

30. The canal is fifty miles long, that is, including the deep-sea channels on each side of the isthmus.

31. The opposite port is then opened, which permits the exploded gas to escape.

32. Mrs. J. H. Jones, daughter of Governor Smith of Ohio, made the first prayer in a saloon that was made by members of the Woman's Temperance League.

33. By listening to the beat of the metronome the notes can be played more evenly than they could be without it.

34. This is one of the newest models of the machine and works very satisfactory.

35. These papers are numbered consecutively and stored in a permanent file, therefore it is an easy matter to find one when it is needed.

36. The toe of a glacier melts continually, which causes a constant sliding of the entire mass of ice.

37. The size of storage batteries depend upon the uses to which they are put.

38. Not only is a subway necessary to do away with the present congestion, but also to aid the growth of the city.

39. It was interesting to see women lined up at the polls, waiting their turn to vote. Each woman eager to cast her ballot and to meet with the new experience.

40. On each side of the vestibule built in the wall is a closet.

41. After hanging for two hours, the sheriff and coroner removed the body.

42. In general, the accounting system used by a company operating a coal mine is the same as any other line of business.

43. In this part of the country the miners are paid on two different bases; one is a stated rate per day, and another which depends upon the amount of coal mined.

44. Sometimes the traveler's nerves are startled by hearing wolves howl in the distance.

45. This is done by dividing the total cost of the property by the number of tons which is estimated the mine will produce.

46. Besides the mail-order house, there is the surrounding cities which offer the rural population a varied line of goods.

47. It is the policy of many firms to show interest in the wage-earners only so long as they could work; when they became sick or disabled they were through with them.

48. This method will do away with the present system of exchange involving expensive rail transportation, reshipping at the sea-board, and will assure a supply of articles on which the price was formerly prohibitive.

49. A machine now receives these blocks, and they are cut by knives into thin strips, each one containing splints for forty-four matches.

50. The properties of one kind of water might cause a greater corrosion of the boiler than some other water.

51. We were all strangers and did not know which way to start at first.

52. The responsiveness of Tribune readers to advertisements for luxuries, such as automobiles, amusements, and investment offerings, show the great buying power of its subscribers.

53. The prices have gone up much faster than the wages which the men receive and which causes a great part of the economic unrest.

54. The taller the center is and the higher he can jump aids a team very much, as he can tap the ball where he desires.

55. They went to the Leland Hotel, and there Hall accosted a man whom he said was John Steele.

56. Some farmers are not paid a fair return for the extraordinary severe effort they have put into their farms.

57. It is absolutely essential that the government makes a strict law regulating this matter.

58. The logs are then smoothed down some so that they can be handled easier.

59. By making use of his credit, the merchant is able to sell and obtain cash for goods which he has paid, as yet, nothing for.

60. Studying under an instructor who you do not care for will not bring results.

61. Connected with eastern points by several railroads makes the transferring of materials and supplies an easy task.

62. Each of the desks for the clerks are placed by a window.

63. A big force of salesmen must be kept on the road at all times, not only to keep old dealers in line but to secure new ones, too.

64. All of the playgrounds are built on the same plan and only differ in size.

65. The workers are paid a certain sum for working a day, not taking into consideration the superiority of one laborer over another.

66. Flooding is done by building a ridge around the field to be irrigated, and allowing the water to completely submerge the ground.

67. However, we must face the fact that someone has to do the menial jobs, such as track laborer, janitor, and stock yards work, all of which are essential to the carrying on of industry.

68. In some instances it has become necessary for many of the immigrants to remain aboard the ship until such time as the congestion on shore was relieved.

69. Although the average workman has received large wages, extravagance and the increased cost of living have consumed most of their earnings.

70. There were no national animosities or friction such as we have at the present day, in the time of Adam and Eve.

71. There is a bill before the United States Congress which should be considered and accepted with all speed. The Miller-Jones bill, which provides for the elimination of all drugs exported to China.

72. China cannot interfere in no way with the postal service of Japan.

73. We filed claim, being our only means of getting reimbursed.

74. Little has been gained by either side by these reprisals.

75. The boards, now two feet wide, are sent to the drying room, and put in presses, and allowed to remain there forty-eight hours.

76. Cast iron will break by giving it a slight blow with a hammer.

77. This man's record as States Attorney stands out as an example of the efficient public official.

78. There are men in the Commerce Club in all sorts of business, men with a definite aim in view and who are working to attain that end.

79. In applying for a position shake hands with the employer, but just shaking hands is not enough; but shake his hands vigorously because this little act impresses the employer very much.

80. After much red tape and pushing, the railroads were ordered to elevate within a specified time by the city council.

81. I took a shot at a ground-hog and hit him but only wounding him, and he crawled down his hole.

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THE END

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